



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School Plan (SPSA) Help Guide

Planning for 2026-27 school year

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INTRODUCTION/OVERVIEW

The School Plan for Student Achievement (SPSA) is an annual process for schools in California, focusing on identifying student needs and implementing effective practices for the upcoming academic year. In Oakland Unified School District (OUSD), the planning process emphasizes rigorous analysis and equitable approaches, considering all student groups, particularly those traditionally underserved.

Key Points:

- **School Leaders' Role:** School leaders in Oakland are responsible for a thorough and fair planning process, deeply analyzing student performance issues and ensuring equity.
- **Governance Involvement:** The OUSD Board Policy 3625 highlights the importance of School Site Councils and the Site English Language Learner Subcommittee (SELLS, where applicable) in creating school plans. These teams are empowered to manage resources effectively and address student needs.
- **Community Engagement:** Schools must involve employees, parents, students, and community partners in school improvement decisions, including need identification and strategy development.
- **Support from the Superintendent:** Commitment to providing guidance and feedback to governance teams, aiding their decision-making capabilities.
- **District's Role:** The district is committed to equitable funding allocation, focusing on the varied needs and circumstances of students, aiming to maximize revenue distribution to schools.

This guide will walk schools through the content of the School Plan (or SPSA); the schedule for completing the 26-27 update of the plan; strategies to engage the school community in developing and updating the plan; and data, tools, and resources available to support work on the plan.

PLANNING & CALENDAR FOR THE 2026-27 SPSA

Owner of this document: SRP / Last Updated 12/2025

OVERVIEW TABLE

Month	Tasks	Deliverables
August	<ul style="list-style-type: none"> Title I Annual Meeting (<i>Title I schools only; recommended for Back-to-School Night</i>) 	<ul style="list-style-type: none"> Required documents for Title I schools ONLY - to SRP Specialists (by August 31st)
September	<ul style="list-style-type: none"> Establish School Site Council (SSC) <ul style="list-style-type: none"> Discuss the school's needs and build community 	<ul style="list-style-type: none"> School Site Council (SSC) Establishment documents for all schools due <i>to SRP Specialists</i> (by September 30th)
October	<ul style="list-style-type: none"> Establish Site English Language Learner Subcommittee (SELLS) for schools with 21+ English Language Learners (ELLs) At the School Site Council (SSC)/SELLS meeting, share and discuss any available end-of-year data: <ul style="list-style-type: none"> What are the bright spots to celebrate? What are the challenges to address? Adjust the school's current SPSA if needed in response to new data. 	<ul style="list-style-type: none"> Site English Language Learner Subcommittee (SELLS) Establishment for schools with 21+ ELLs - <i>to SRP Specialists</i> (by October 31) Title I Annual Meeting for current Title I schools - <i>to SRP Specialists</i> (by October 31st)
November	<ul style="list-style-type: none"> Review school data and discuss the school's strengths, challenges, and root causes with the SSC, SELLS, Instructional Leadership Team (ILT), and staff. Discuss and vote on any modification or carryover funds for Title I expenditures for the current school year. Receive next year's enrollment projections; Plan for 26-27 budget & SPSA. 	<ul style="list-style-type: none"> SSC documentation for modified expenditures funded by Title I <i>to SRP Specialists</i> (ongoing)
December	<p>Schools Receive 2026-27 SPSA tool</p> <ul style="list-style-type: none"> Receive 2026-27 Budget One-Pager; Plan for 26-27 budget & SPSA. Engage the school community in review of school data and discuss the school's strengths & challenges with the SSC, SELLS, Instructional Leadership Team (ILT), and staff. CCSPP Grantees: complete SPSA Part 3c Community School Plan - Strategic Action Reflection (Blue Section) <ul style="list-style-type: none"> Engage the school community (staff, teachers, families, and students), in reflection of 25-26 CCSPP strategic actions and expenditures to identify needs and gaps for 26-27. 	<ul style="list-style-type: none"> SSC documentation for any new expenditures funded by Title I - <i>to SRP Specialists</i> (ongoing) CCSPP Grantees: document grant funded activities to date. Document any and all community engagement activities for your site's Annual Performance Report (APR)

	<ul style="list-style-type: none"> Discuss and vote on any new Title I and CCSPP carryover expenditures for the current year (if this did not happen in November). 	
January	<ul style="list-style-type: none"> Complete SPSA Part I: Needs Assessment in the SPSA Tool based on fall engagements with SSC/SELLS, ILT, and staff. CCSPP Grantees: Complete SPSA Part 3c - Comprehensive Community School Priority Analysis Section (Orange Section) Complete SPSA Part 2: Annual Review & Update in the SPSA Tool based on review the school's current School Plan priorities and practices with SSC and where necessary, SELLS, to review: <ul style="list-style-type: none"> What is being implemented as planned? What did the school expand, reduce, or eliminate? Why? What are the highest-leverage investments? Are the Title I, and CSI investments effective? What is the evidence? Share the Budget One-Pager with SSC/SELLS, and staff. Have SSC/SELLS review and approve 26-27 Title I and CSI expenditures and review the overall budget if this did not happen in December. 	<ul style="list-style-type: none"> SSC approval of 26-27 Title I expenditures (<i>Due to SRP Specialists by January 2026 budget session</i>) Part 1: Needs Assessment (strengths, challenges, and targets) in the school's SPSA Tool - for network (by <i>January 30, 2026</i>) Part 2: Annual SPSA Review (Evaluation of current year's Title I expenditures) in the school's SPSA Tool - for network and SRP review (by <i>January 30, 2026</i>)
February	<ul style="list-style-type: none"> Complete SPSA Part 3: Strategy/Activity in the SPSA Tool based on strategy/activity required to implement the school's goal as identified in the needs assessment. 	<ul style="list-style-type: none"> Part 3: Strategy/Activity (Identify a strategy/activity to implement to reach the school's goal (by <i>February 27, 2026</i>) Part 4: Budget (Align school's needs/priorities to strategies/actions (by <i>March 13, 2026</i>)
March	<ul style="list-style-type: none"> CCSPP Grantees: Complete SPSA Part 3c Community School Plan - Budget Complete SPSA Part 4: Budget in the SPSA Tool based on alignment of school's needs/priorities to strategies/actions via resources. Submit draft of 26-27 School Plan (SPSA) Parts 1, 2, 3 and 4 to Network Superintendents for content review. 	<ul style="list-style-type: none"> Draft of 26-27 School Plan (SPSA) Parts 1, 2, 3, and 4 to Network Superintendents for content review (by <i>March 13</i>) Completed Community School Plan (by <i>March 28</i>) <i>if required</i>
April	<ul style="list-style-type: none"> Receive feedback from Network Superintendents and others and revise 2026-27 SPSA Parts 1-4. Discuss changes with the SSC, SELLS, and staff. Engagement timeline tab in SPSA completed. SSC meeting agendas: SPSA approval 	SSCs approve SPSAs @ April SSC meeting
May	<ul style="list-style-type: none"> Final approved SPSAs and all supporting documentation due to Strategic Resource Planning. 	<ul style="list-style-type: none"> Final 26-27 School Plan to SRP Specialist with all supporting

		<p>documentation (by <i>May 8, 2026</i>)</p> <ul style="list-style-type: none">● <i>Final 26-27 Community School Plan</i> with SSC approval to CSM network lead (by <i>May 8, 2026</i>)
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DETAILED PLANNING & CALENDAR FOR THE SPSA

Owner of this document: SRP / Last Updated 11/2025

	Task	Deadline	Related Deliverable(s)	Resources / Notes
AUGUST	LCAP Parent & Student Advisory Committee (PSAC) General Meeting: Superintendent's Responses to Committee Feedback for the 2024-27 LCAP and 2025-26 Budget	August 2025	LCAP, Budget	LCAP Engagement Site
	Title I Annual Meeting (<i>Title I schools only; recommended for Back-to-School Night</i>)	August 31, 2025	Title I Documents	Strategic Resource Planning website
	Title I Annual Meeting Documents due for Title I schools: Flyer, agenda, sign-in sheet, minutes, Parent & Family Engagement Policy, School-Parent Compact	August 31, 2025	Title I Documents	Strategic Resource Planning website
SEPTEMBER	At September SSC and SELLS Meetings: 1. Review the school's 25-26 School Plan (SPSA). 2. Review end-of-year data and affirm or adjust 25-26 School Plan. 3. Explain the SPSA, LCFF, and LCAP to new members.	September 2025		
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	September 2025	LCAP, Budget	LCAP Engagement Site
	SSC Establishment Documents due for all schools: Flyer, agenda, sign-in sheet (<i>with all members present</i>), minutes, bylaws, roster, and ballots (<i>proof of proper election process</i>)	September 30, 2025	SSC Documents	Strategic Resource Planning website
OCTOBER	At October SSC and SELLS Meetings: 1. Review end-of-year data and affirm or adjust the 25-26 School Plan (if this did not happen at the September meeting). 2. Discuss and vote on uses for any carryover Title I funds and update 25-26 SPSA to reflect new expenditures. 3. Explain the SPSA, LCFF, and LCAP to new members (if this did not happen at the September meeting).	October 2025	SPSA	26-27 SPSA Help Guide LCFF & LCAP PowerPoint for SSCs
	School Site Council Fall Retreats (virtual)	October 2025	SSC Documents	Link to slides
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	October 2025	LCAP, Budget	LCAP Engagement Site
	SARC due for All Schools	October 31, 2025	SARC	

	SELLS Establishment Documents due for schools with 21+ English Language Learners (ELLs): Flyer, agenda, sign-in sheet, minutes, and optional roster	October 31, 2025	SELLS	Strategic Resource Planning website
N O V E M B E R	At November SSC and SELLS Meetings: 1. Discuss and vote on uses for any carryover Title I funds and update the 25-26 SPSA to reflect new expenditures if this has not already happened.	November 2025		LCFF & LCAP PowerPoint for SSCs (see LCAP Engagement Site)
	Enrollment projections finalized and distributed to school sites and Central departments.	November 2025	Enrollment	
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	November 2025	LCAP, Budget	
	THANKSGIVING BREAK			
D E C E M B E R	At December SSC and SELLS Meetings: 1. Identify strengths, challenges, and root causes using the most recent student data and any California School Dashboard results. 2. Review the current SPSA and discuss any actions that are not being implemented as planned. Should these actions continue next year? For those that are being implemented, is the school beginning to see results?	December 2025	SPSA	26-27 SPSA Help Guide 2025 CA School Dashboard results
	LCAP Parent & Student Advisory Committee (PSAC) LCAP and Budget Development	December 2025	LCAP, Budget	LCAP Engagement Site
	2026-2027 SPSA Tool shared with sites	December 2025	SPSA	
	Draft School Site Budget Allocation Tool & One-Pager released to sites	December 2025	Budget	
	WINTER BREAK			
J A N U A R Y	At January SSC and SELLS Meetings: 1. Identify strengths, challenges, and root causes using the most recent student data and California School Dashboard results (if not done in December). 2. Complete the Annual Review of the SPSA and Title I actions: are actions being implemented as planned? If not, what are the barriers? What adjustments are needed for 25-26? 3. Share the site's Budget One-Pager with the SSC and explain any changes to the one-pager from the current year. 4. Discuss and prioritize high leverage expenditures to develop the 26-27 budget based on needs assessments. Include both those investments	January 2026	SPSA	26-27 SPSA Help Guide Budget Development SRP webpage (templates)

	<p>identified with funding and those investments desired if new resources become available.</p> <p>5. Identify and obtain SSC approval of 26-27 Title I expenditures by budget lock-in session (must align to needs assessment).</p> <p>6. <i>For 25-26 CSI schools:</i> Discuss levers for school improvement and engage SSC and broader school community in prioritizing potential CSI investments.</p> <p>IMPORTANT: If the SSC meets in the third or fourth week of the month, schedule a special meeting in the first two weeks of January to ensure that the SSC has an opportunity to review the budget BEFORE the Budget Lock-In Session.</p>			
	Final School Site Budget Allocation Tool & One-Pager released to sites	January 2026	Budget	
	Share Budget One-Pagers with Staff and SSC Sites share one-pagers and prioritize needs and expenditures to develop 26-27 budgets based on needs assessments and draft actions.	January 2026		
	Budget Sessions for School Sites	January/February 2026	Budget	
	All School Site Councils hold a meeting to discuss and respond to the budget proposal for 2026-27.	January 2026		
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	January 2026	LCAP, Budget	
	26-27 School Plan (SPSA) Part 1: Needs Assessment & (SPSA) Part 2: Annual SPSA Review, due to Network teams and Strategic Resource Planning (SRP) Specialists for Compliance Review (Title I expenditures alignment to needs assessment).	January 30, 2026	SPSA Parts 1 & 2 due	
	26-27 SPSA Part 3c: Community School Plan - Strategic Action Reflection (Blue Section) due to CSM Coach for review	January 30, 2026	Tab 3c Community School Plan - Blue section	
FEBRUARY	At February SSC and SELLS Meetings: <ol style="list-style-type: none"> Discuss and approve Title I expenditures for 26-27 if this did not happen at the January meeting. Discuss and refine the overall draft SPSA. 	February 2026	SPSA, Budget	
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	February 2026	LCAP, Budget	
	26-27 School Plan (SPSA) Part 3: Strategies & Activities Due	February 27, 2026	SPSA Part 3 due	
	26-27 SPSA Part 3c Community School Plan - Comprehensive Community School Priority Analysis Section (Orange Section) and 2026-27 Strategic Actions (Purple Section) due	February 27, 2026	Tab 3c Community School Plan - Orange and Purple sections	

M A R C H	School Site Council Spring Retreats	March 2026		
	At your March SSC and SELLS Meetings: <ol style="list-style-type: none"> 1. Prepare for SPSA approval at April SSC meeting: continue to discuss and refine the overall draft SPSA with a specific focus on Part 3 Strategies and Actions aligned to the school's Needs Assessment; share feedback received from Network Superintendents and other staff (Document review process). 	March 2026	SPSA, Budget	
	March 15 notices list reviewed & delivered to impacted staff	March 2026		
	Site leaders revise strategies and actions based on network feedback; Network Superintendents confirm edits.	March 2026	SPSA	
	26-27 School Plan (SPSA) Part 4: Budget due to Network teams for content review.	March 13, 2026	SPSA Part 4 due	
	26-27 SPSA Part 3c Community School Plan - Budget due	March 13, 2026	Part 3c Community School Plan - budget due	
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	March 2026	LCAP, Budget	
	Assurances Page released to schools deemed complete AND compliant for April SSC approval meeting	April 2026	SPSA, Budget	26-27 SPSA Help Guide
SPRING BREAK				
A P R I L	At the April SSC and SELLS Meetings: <ol style="list-style-type: none"> 1. Review any additional feedback from Networks (if received). 2. SSC vote to recommend SPSA for Board approval <i>if all SRP edits have been received and made.*</i> IMPORTANT: If the school has not submitted SSC SPSA approval documents, it will NOT receive the required Assurances Page for SPSA completion.	April 2026	SPSA	
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	April 2026	LCAP, Budget	
M A Y / J U N E	At the May SSC and SELLS Meetings: If the SSC did not vote to approve SPSA in April, approve at the May meeting.	May 2026	SPSA	
	LCAP Parent & Student Advisory Committee (PSAC) General Meeting	May 2026	SPSA, LCAP, Budget	
	Final approved SPSAs and all supporting documentation due to Strategic Resource Planning. Engagement Timeline due.	May 8, 2026	SPSA	

Light yellow = Principal Deliverable

Purple = SSC Monthly Agenda

Quick Glance: Changes for the 2026-27 SPSA tool

As the third year of our district's three-year LCAP cycle, **most of the SPSA information is already pre-populated**. Why? Because three-year targets are established in the first year of the cycle, with the next three years focused on **implementation**. For a deeper dive into the framework of shifting from year 1 to year 2, please see [Appendix A](#)

The key questions for Year 3 are:

- How is the school continuing to implement strategies and activities aligned with resources and expenditures to meet Year 1 targets?
- Based on student outcome data from the previous year, what adjustments are needed to stay on track toward those targets?
- If there are significant changes to funding or staffing, how can the school maintain focus on the targets and continue progress toward its goals while aligning with district priorities?

Part 1: Needs Assessment

Recently added Metrics: "Student Participation in SBAC ELA, Math, and CAST" When a school does not test 95% of their students, a participation penalty is applied to the results on the public CA Dashboard.

Focal Groups: No choice in focal group selection -- these are established in year 1 of the SPSA and targets are set to measure progress for those student groups.

Part 2: Annual SPSA Review

Title I Expenditure description required - "column b" is included for schools to describe what the expenditure was used for during the current school year. For example, if an expenditure lists TSA 10Pay, please put in the job title for the TSA. For example "Literacy TSA, Instructional Coach for math PD."

Part 3: Strategies & Activities

Information from 25-26 carries over and prepopulates. If, after an examination of student data, or a shift in resources, the school determines a change is needed for a strategy/activity, students served, or MTSS domain/tier, please adjust the plan accordingly. This can be done using the tip for editing text with a formula:

[Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.]

Part 4: Budget

Description of proposed expenditure - In clear and simple terms, without using staff names, describe what will be paid for and who will benefit. Most information for this section is imported from your school's 1 pager, but as a public document, the SPSA should describe the expenditures.

Assurances Page

A SELLS representative may optionally sign to show engagement of ELL families in the SPSA development process.

ENGAGING THE SCHOOL COMMUNITY, STAFF, SSC, and SELLS (if applicable)

This section of the handbook underscores the importance of broad, inclusive, and structured engagement among all stakeholders in the SPSA development process, ensuring thoroughness, relevance, and accountability. We've included drop down menus to facilitate completion.

Key Focus

Engaging the school community is crucial in the development of the School Plan for Student Achievement (SPSA). This involvement includes contributions from the School Site Council (SSC), Site English Language Learner Subcommittee (SELLS, if separate), Instructional Leadership Team (ILT), staff, and families.

SSC/SELLS and ILT Involvement

- **Drafting and Feedback:** Schools can either prepare draft content for SSC/SELLS and ILT to review or co-create it with them. Key is to ensure these bodies have the chance to contribute, give feedback, and make necessary adjustments to the plan.
- **Documentation:** SSC/SELLS meeting minutes should record presentations of the draft plan and budget, highlighting how feedback was incorporated.

Materials and Resources (See [Additional Resources for SPSA Engagement](#))

- The Office of Equity and Strategic Resource Planning Department provides sample materials for planning and developing the SPSA with SSCs & SELLS.
- Translations of the SPSA template from 2022-23 are available in [Spanish](#), [Chinese](#), and [Arabic](#) to facilitate wider engagement.

Communicating with Staff and Families

- Schools should actively communicate the planning process with staff and families through various channels like parentsquare, meetings, newsletters, or one-on-one discussions. Translation services for community access can be arranged through the Office of Equity using this [form](#).

The School Site Council (SSC)

- **Establishment and Responsibilities:** Each school site must set up an SSC in early fall. Its duties include developing, approving, monitoring, evaluating, and modifying the SPSA.
- **Composition:** SSC must balance (1) the principal, teachers, and other school staff with (2) parents/community members and students (in high schools). For SSCs acting as SELLS, there must be fair representation of ELL families.
- **Selection of Members:** Members are chosen by their peers, with requirements for officer roles and responsibilities (chair, vice-chair, secretary, etc.).
- **Rules of Operation:** SSCs must adhere to the Greene Act, ensuring meetings are public, agendas are posted 72 hours in advance, and actions align with posted agendas.

SSC suggested meeting calendar for SPSA engagement:

Month	Content
November/December	<ul style="list-style-type: none"> Examine school report card and other data; adjust school priorities; discuss current and upcoming year's needs assessment.
January	<ul style="list-style-type: none"> Settle on goals, priorities, and actions for next year's SPSA; review budget documents; approve Title I and CSI expenditures.
February	<ul style="list-style-type: none"> Review and discuss next year's SPSA Parts 1 - 4.
March	<ul style="list-style-type: none"> Update SPSA based on feedback.
April	<ul style="list-style-type: none"> Finalize and approve next year's SPSA; complete SSC Self Assessment.

Additional Resources for SPSA Engagement:

- [SPSA Overview](#) for Principals, SSC/SELLS, school community ([translated copies SPSA Overview](#))
- SPSA template [translations](#)
- School Site Council [Quick Guide](#)
- SSC Procedures and Resource Guide, [2018-19](#)
- *SSC Developmental Rubric Assessment* [English & Spanish](#)
- School Site Council Formation Essentials [2018-19 presentation](#)
- SSC Areas of Responsibility [Monthly Topics](#)
- SELLS & ELL Family Engagement [Monthly Topics](#)
- What is Title I [video - for families](#)

TECHNICAL GUIDE TO THE SCHOOL PLAN (SPSA) TOOL

The School Plan for Student Achievement (SPSA) Tool for the 2026-27 academic year is available as a Google Sheets document within a shared drive. Here's how schools can access and manage this tool:

Accessing the SPSA Tool

Via Introductory Email: Initially, Principals will access the SPSA Tool through a link provided in an introductory email.

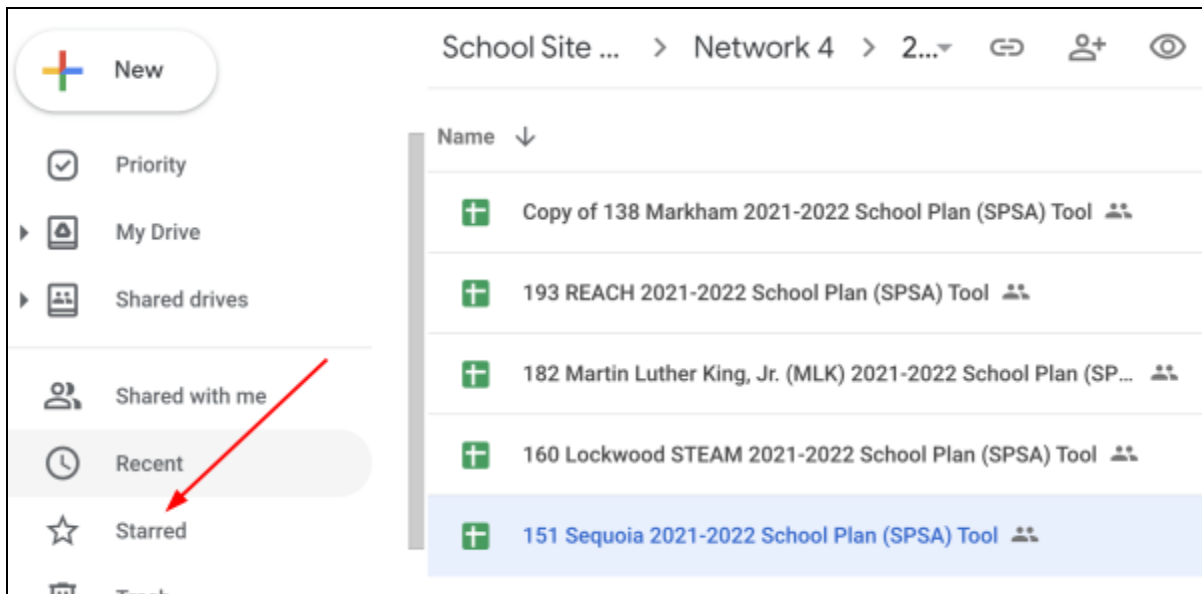
Through OUSD Google Drive:

- Search for "2026-27 SPSA" in your OUSD Google Drive.
- Alternatively, you can find it in the relevant Google Drive folder.

Managing the Tool

- Auto-Save Feature: The Google Sheets SPSA Tool automatically saves all entered data, ensuring no loss of information during the planning process.
- Bookmarking the Tool:
 - Add to My Drive: Once you locate the tool in your drive, you can easily bookmark it for future reference. On a PC, right-click on the document, or control-click on a Mac, and select "Add to My Drive."
 - Add a Star: By choosing "Add star," the document will be marked as important. This starred document then appears in the "Starred" section of your Google Drive, which is found in the left-hand column of the Drive interface. This feature helps in quickly accessing the document in future sessions.

By following these steps, school staff can easily locate, access, and keep track of their SPSA Tool, streamlining the process of developing and updating the school's plan.



Essential Materials for Starting

When beginning to work on the School Plan, it's important to have the following materials ready:

- **Current School Plan:** Access the school's current 2025-26 School Plan. This can be found in the OUSD shared Google Drive, as a link in Part 2 of the new 26-27 SPSA tool, or you can contact [Brandy Spong](#) for assistance.
- **Evaluation Criteria:** Refer to the evaluation criteria provided at the end of the document and provided by Network Superintendents. These criteria will guide you through the expectations for each section of the School Plan, ensuring a comprehensive and effective planning process.

When is the 26-27 School Plan due?

A full calendar of SPSA dates and deliverables can be found [here](#). A summary of key dates follows.

December 2025 (Suggested)

- Begin Needs Assessment:
 - Review enrollment projections.
 - Start reviewing school data.
 - Reflect on SPSA Tool Part 1 with SSC and/or SELLS committee.
- Budget and Data Review:
 - Review enrollment projections and Board approved budget reductions with staff, SSC/SELLS.
 - Approve 26-27 Title I and CSI expenditures before January's budget session.

January 30, 2026 (Mandatory)

- Comprehensive Review & Budget Approvals:
 - Review data with SSC, SELLS, and ILT.
 - Complete analysis of strengths and challenges; **complete SPSA Tool Part 1.**
 - Revise school mission & vision, purpose of the plan, and resource inequities if needed.
 - Complete review of the current 25-26 SPSA; **complete SPSA Tool Part 2.**
 - Share Budget One-Pager with SSC/SELLS and staff; approve expenditures if not done in December/January.

February 27, 2026 (Mandatory)

- Finalizing Strategies & Budget:
 - Discuss and prioritize 26-27 strategies/activities with SSC, SELLS, ILT, and community; **complete SPSA Tool Part 3.**
 - Finalize Budget tab; **complete SPSA Tool Part 4.**

March 13, 2026 (Mandatory)

- Submit Draft of 26-27 School Plan to Network Superintendent for review (March 13th).

April 2026 (Mandatory)

- Final Approval Preparation:
 - Convene SSC to recommend the 2026-27 School Plan for Board approval.

May 8, 2026 (Mandatory)

- Final Submission:
 - Provide approved SPSA and all required paperwork to the Strategic Resource Planning (SRP) department.

Part 1 NEEDS ASSESSMENT

When to complete: December & January

Section 1A: About the School

This section forms the basis of the School Plan, describing the school's unique context, and will be pre-populated:

- **School Mission and Vision:** The school's mission and vision describe practical steps and offerings to realize a forward-looking projection for long-term aspirations. It includes the current support to students and staff and the rationale behind these approaches, reflecting the collective vision of the school community. It should include what students will learn, teaching approaches, and guiding values and beliefs. The length can vary from a few lines to multiple paragraphs.
- **Purpose of the Plan:** If a school is designated by the California Department of Education for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), this section will reflect this. The purpose of the plan should outline how the SPSA will support targeted interventions and resource alignment to address specific areas of need, ensuring that improvement strategies are effectively implemented to enhance student achievement and overall school performance.
- **Resource Inequities:** Briefly identify and describe any resource inequities identified as a result of your needs assessment.
- **Student Demographics:** Information populated about the students attending the school during the last academic school year.

Revision Recommendations:

- Regular review and updating are encouraged, especially to reflect any programmatic shifts or changes at the school. The entire school community should be involved in revisiting these statements every few years to ensure they remain relevant and aligned with the school's direction.

1B: Goals and Identified Needs

District Goals (LCAP) & School Goals/Targets (SPSA)

In this section, schools set three-year targets aligned to district LCAP goals. Targets are established in the first year of the LCAP cycle and remain fixed for all three years. Each fall, new student outcome data from the prior school year is automatically populated in the SPSA, allowing schools to track annual progress toward those long-term targets. This cycle helps schools assess whether their strategies are effectively supporting students and contributing to districtwide improvement.

Between 3 year LCAP cycles, school goals and targets typically remain unchanged or vary only slightly based on verifiable data. While refinements to school goals are allowable, they are not common. A school goal answers the question: what is the school seeking to achieve? It can be useful to use a framework such as S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, and Time-bound) for writing goals.

Here's how it might look by Network:

- The District's LCAP Goal 1 is: All students graduate college, career, and community ready
 - Elementary School Goal: All students in Grade 2 are at or above "Mid-Grade" on i-Ready EOY diagnostic in May of each school year.
 - Middle School Goal: All students in Grade 6 show growth on i-Ready or RI by EOY diagnostic in May of each school year.
 - High School Goal: 90% of students pass English class in 9th grade as shown by "On Track to Graduate: 9th grade" in May of each school year.

Schools fill in the yellow blanks ONLY.

LCAP Goal 1: All students graduate college, career, and community ready.						
School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp					
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."					
Early Literacy Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	21.7%	11.6%	27.5%	35%	
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	28.3%	43.4%	57.1%	40%	
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	28.6%	40.0%	53.8%	40%	

- Early Literacy Measures (i-Ready)
- English Language Arts Measures (SBAC, i-Ready, RI growth)
- Mathematics/Science Measures (SBAC, i-Ready Math, CAST - Science)
- Graduation Measures (A-G completion, college/career readiness, etc.)

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY					
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly					
Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-156.3	-180	-147.3	-97	
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	100.0%	81.8%	80.0%	70.4%	
SBAC Math Distance from Standard Met	Special Education Students	-161.2	-150.1	-166.8	Target	
SBAC Math Distance from Standard Met	Special Education Students	-161.2	-150.1	-166.8	-97.0	

- SBAC ELA and Math distance from Standard Met focal student group were selected in year 1 of the LCAP cycle (Low Income Students, African American Students, Latino/a Students, English Language Learners), and progress towards target is measured annually.
 - Please note, student outcomes are provided in numerical and percentage formats depending on the data source.

Reclassification Measures & Targets		*Reference ELL Progress Data				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.6%	6.6%	5.4%	25.0%	
LTEL Reclassification	Long-Term English Learners	33.3%	33.3%	0.0%	50.0%	

- ELD Reflection supports schools in completing a preliminary data dive reviewing ELD implementation at the site level for planning and next steps.
- Please click on the blue link “ELL Progress Data” and you will be directed to the ELL Progress Monitoring dashboard on the ousd.data.org website. Select your school to review current data and set new targets for reclassification in the coming school year.

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.						
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	78.0%	76.4%	68.8%		
Out-of-School Suspensions	All Students	0.2%	1.1%	0.7%	2025-26	
Out-of-School Suspensions	African American Students	5.6%	13.3%	13.3%	Target	
Out-of-School Suspensions	Special Education Students	0.0%	4.1%	0.0%	95.0%	
Chronic Absenteeism	All Students	67.4%	31.7%	23.0%	0.0%	
Chronic Absenteeism	African American Students	93.8%	69.2%	53.8%	0.0%	

- Student feeling of safety and connectedness at school.
- Reduce out of school suspensions for all students
- Reduce out of school suspensions for African American students and Special Education students
- Reduce Chronic Absences for All Students
- Reduce Chronic Absences for African American Students

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.					
Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.					
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	76.5%	75.1%	74.6%	90.0%	

- One-year school teacher retention rate

Part 1C Needs Assessment

1C: Strengths & Challenges

Objective: Analyze strengths and challenges for school goals, especially to link school needs to resource allocation.

**If Title funds will be used to address support of priority strengths or challenges, please mention explicitly in the yellow boxes.*

Process to identify root causes of strengths/challenges:

- Collaborate with the School Site Council (SSC), Site English Language Learner Subcommittee (SELLS), Instructional Leadership Team (ILT), and other leaders.
- Start with an identified strength or challenge.
- Repeatedly ask “why?” to uncover multiple causal factors to address (for challenges) or replicate (for strengths).
- Address specific, controllable causes by the school (e.g., lack of support for students below grade level), avoiding characteristics of students (e.g., race, poverty).
- Use multiple data types to understand strengths and challenges, especially if underperforming in several areas.

Assessing Strengths and Challenges:

- Data Utilization:
 - Use both district and site-based data, including historical data, to spot trends.
 - Identify strengths and challenges across various focus areas.
- Questions to Consider:
 - Bright spots and growth areas in the data.
 - Challenges, achievement gaps, and target achievement.
 - Sub-group performance (e.g., low-income, English learners, Black students, Special Education, foster youth).
 - Repetitive patterns and past strategy effectiveness.
- Documenting Trends:
 - At this stage, record observed data trends without delving into causality.

Strength and Challenge Analysis Examples:

- Strength Example:
 - Growth in iReady scores.
 - Causes: Increased home reading, literacy workshops for parents, effective communication, and book bag check-out system.
 - Actions: Continue professional development (PD) and mentorship among teachers.
- Challenge Example:
 - High chronic absence rate.

- Causes: Weak communication on importance of attendance, focus shift in family engagement, student mental health challenges.
- Actions: Increase family workshops, initiate home visits, create attendance incentives, enhance nursing support, connect families to mental health support.

Please note: School Goals pre-populate from section 1B: Goals & Identified Needs

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	

*If Title funds will be used to address support of priority strengths of challenges, please mention explicitly in the yellow boxes the table above found in Part 1C of the Needs Assessment.

Part 2: Annual SPSA Review

When: December/January

2A: Overall Implementation & Effectiveness of the Current SPSA

Objective: Reflect on the implementation and effectiveness of the current year's School Plan for Student Achievement (SPSA).

Process:

- Utilize the "yellow boxes" in section 2A for documenting reflections.
- The focus is to update the SPSA with new information reflecting any changes from the previous year's plan and this year's realities.
- The SPSA should be treated as a "living document," where changes are continuously tracked to inform and adapt implementation goals.

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA
Instructions: Please complete any yellow cells below to provide information on the implementation of your current year's SPSA thus far.
Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.
Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

2B: Current Year Title I Funded Program Evaluation

This review process is important in assessing the progress and effectiveness of strategies outlined in the SPSA, allowing for a dynamic approach to educational planning and resource allocation.

Objective: Track and document how Title I funds have been spent and their impact on student outcomes/achievement.

Process:

- In the provided table under 2B, each Title I funded student expenditure should be listed.
- For each listed expenditure, fill in the details in the corresponding columns about its impact on student outcomes/achievement.
- If the expected expenditure from the previous year's budget (in column A, "Title I Expenditure Code") changed, please describe the change (in column B, "Title I Expenditure").
 - PLEASE NOTE: Do NOT type in column A; this information pulls from the previous year's school budget using a formula.

Importance:

- Thorough documentation is crucial as the district undergoes Federal Program Monitoring, focusing on these expenditures.

- Schools need to be explicit in showing what aspects of the Title I funded programs are working or not working.

[Detailed directions/example.](#)

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION					
Instructions: Evaluate your site's Title I Student and Parent Program. Use student data from the SPSA and other empirical data to understand the baseline, and how your Title I program expenditures have impacted student outcomes/achievement. (Detailed Directions/Example)					
Title I Expenditure Code	Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5826 Field Trips - Transportation		▼			
Teacher STIP		▼			
TSA 10Pay		▼			
5910 - Postage		▼			
2225 - Translation (Staff OT)		▼			
5825 - Consultants		▼			

* For questions about this section, please reach out to your Strategic Resource Planning (SRP) Specialist. *

PART 3: SCHOOL STRATEGIES AND ACTIVITIES

When: February

Purpose:

Part 3 focuses on reviewing and refining the strategies and activities carried over from the previous year.

Schools decide which actions to continue, adjust, or discontinue for the upcoming year, ensuring they align with school goals and the district's Local Control and Accountability Plan (LCAP). Revisions should be guided by the Needs Assessment (Part 1) and the Annual Review (Part 2).

Key Points:

- **Strategic Alignment:** Ensure school strategies support both school and district goals, creating a clear plan for success and accountability.
- **Pre-Populated Data:** In most cases, goals, targets, strategies, and activities will be carried over from the previous year unless it's the first year of a new 3-year LCAP cycle. The same applies to student groups ("students served"), MTSS focal areas (SEL/Mental Health, Behavioral, Academic), and MTSS tiers (Tier 1 - Universal, Tier 2 - Supplemental, Tier 3 - Intensified).
- **First-Year Guidance:** In the first year of a new LCAP cycle, schools should:
 - Identify new goals, needs, and up to **4 strategies/activities** to implement.
 - Specify the student groups to be served and select the MTSS domain and tier for each strategy.
- **Continuing Years:** In years 2 and 3 of the LCAP cycle, data from the prior year will already be filled in, and schools will continue implementation to achieve their 3-year targets.

These steps ensure that school goals and activities are consistent, actionable, and aligned with district priorities.

(Resource: [Elementary SPSA Guidance](#) , [High School SPSA Guidance](#))

3: SCHOOL STRATEGIES & ACTIVITIES

[Click here for guidance on SPSA practices](#)

Review pre-populated strategies/activities; update only if it's the first year of a new LCAP cycle or if required by verified data. Confirm school goals, target student groups, MTSS focal area, and MTSS tier align with the prior year unless a new LCAP cycle begins.
Strategies/Activities must be explicit about how the school will address the needs of specific students identified in the Needs Assessment.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	All new teachers, uncredentialed teachers, and teachers new to their grade-level assignments will receive site-based coaching from a teacher on special assignment to develop their understanding of curriculum implementation.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	Create a culture of student ownership and celebration of learning by calendaring and planning at least two academic excellence awards ceremonies and three family engagement events that exhibit student learning in ELA, Math, and Science.	All Students	Academic	Tier 1 - Universal
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-5	All teachers will be provided with necessary instructional materials	All Students	Academic	Tier 1 - Universal
1-6	All teachers will meet with families to discuss academic progress and goals at least twice a year. Families will receive weekly reports from teachers on student progress.	All Students	Academic	Tier 1 - Universal

Conditions for English Language Learners

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			ELL Progress Data	
#	STRATEGY/ACTIVITY	STUDENTS SERVED [16]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [17]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [18]
6-1	ILT and SSC conduct data dives, including EL reviews, at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning, analyzing English Language Learner student data in comparison to whole school data. Whole school data will include data from leadership learning walks, including at least two focused on D-ELD each semester.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, Benchmark, Eureka Squared, FOSS)	All Students	Academic	Tier 1 - Universal

Part 4: BUDGET DEVELOPMENT AND YOUR SCHOOL PLAN

Once the budget development session is completed, most columns in the Budget tab in the SPSA Tool will be populated. The budget tab will be hidden until all budget sessions are over for schools.

Reminder of recent change to budget tab: In “column a” schools must now add a description in their own words of WHAT the expenditure item will pay for, HOW it will improve student outcomes, and WHO will benefit.

PROPOSED 2025-26 SCHOOL SITE BUDGET					Site Number: 125				School: Highland Community School			
Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity.												
DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)	Imported from master budget	How much will this cost?	What is the funding source?	e.g., 1105	Autofills based on the object code.	e.g., 1830	Autofills based on the position number.	e.g., 0.8	Link to an LCAP goal.	ALIGNED TO EXPENDITURE (TITLE I ONLY)	Link to an SPSA activity.	Autofills to identify the action.
	2225 - Attendance Sp OT	\$2,200	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.			125-1

The Budget tab outlines how expenditures are linked to the Needs Assessment and School Plan.

To complete the Budget tab, schools will need to complete two columns with drop downs:

- Description of Student Need (ONLY if using Title I funds)
- Related SPSA Action

K-8 SCHOOL PLAN (SPSA) EVALUATION CRITERIA

Network Superintendents evaluate draft School Plans to ensure that plans meet the following requirements. Some networks may have additional requirements and evaluation criteria.

IMPROVEMENT PRIORITIES	<ul style="list-style-type: none"> The school has identified priorities, one each for Language & Literacy, Standards-Based Instruction, Conditions for Student learning, Conditions for Adult Professional learning, Conditions for Black students, and Conditions for English Language learners.
STRENGTHS & CHALLENGES	<ul style="list-style-type: none"> There is analysis of, at a minimum, key indicators identified in the Student Goals & Targets section. Both Strengths and Challenges are identified in a range of areas. Analysis discusses proficiency, growth, equity around the LCAP groups, and specific skills.
ROOT CAUSE ANALYSIS	<ul style="list-style-type: none"> Analysis draws on multiple kinds of data, potentially including the Oakland Public School Report Card, Extended Site Visits, Observation and Feedback, and School Team(s) Reflections. Analysis includes reflection on both organizational/leadership and teacher practices. Analysis identifies causes the school can influence or address, and doesn't assume student/family behaviors are fixed.
SCHOOL TARGETS	<ul style="list-style-type: none"> Targets, which are the specific outcomes expected for the goal over time, are completed.
ANNUAL REVIEW & UPDATE	<ul style="list-style-type: none"> The Annual Review discusses implementation of the school's previous year Site Plan, including implementation and evaluation for Title I funded programs. Student data must be used to reference the impact of Title I expenditures on student achievement/outcomes.
SCHOOL STRATEGIES/ ACTIONS	<ul style="list-style-type: none"> Actions address specific root causes in teaching and leadership/organizational effectiveness. Actions explain what, specifically, will be done. Actions are at an annual grain size and document what will be done over the course of the year, but do not include the daily or weekly details. There is at least one action for each Title I/LCAP mandate that specifically describes how the needs of that student subgroup will be addressed (i.e., practices go beyond "we will differentiate for..."). Actions capture all that should occur to meet the goal, independent of whether the actions are funded by discretionary resources or through base. For each set of actions, the school has identified short-term outcomes that could be monitored as evidence of implementation/impact.
BUDGET ACTIONS	<ul style="list-style-type: none"> Budget Actions are narrative descriptions of specific funding actions needed to implement the practice. There is a Budget Action for every budget expenditure outside of base (which will not appear in the SPSA Tool). Associated SPSA Actions & Targets are identified for each expenditure.

2026-27 SITE PLAN FINAL STEPS

Once the 2026-27 Site Plan is complete and submitted for compliance review, what's next?

March 2026:	The school will receive feedback from SRP on any needed compliance changes to the Site Plan. Review any updates with SSC (and where applicable, SELLS). <i>Please make any changes promptly and notify your SRP Specialist when the plan is ready for another review.</i>
April 2026:	SSC votes to recommend SPSA for Board approval if all SRP edits have been received and made. IMPORTANT: If the school has not submitted SSC SPSA approval documents, it will NOT receive the required Assurances Page for SPSA completion.
By May 8, 2026 by COB	<p>Submit all documents for Site Plan approval to SRP. This includes:</p> <ul style="list-style-type: none"> ● Flier for SSC meeting approving the plan (<i>noticed at least 72 hours in advance</i>) ● Agenda for SSC meeting approving the plan ● Sign-in sheet for SSC meeting approving the plan ● Minutes detailing SSC vote to approve the plan ● Assurances page, from your 26-27 Site Plan Tool <p>Please also confirm that the school has completed the following required materials:</p> <ul style="list-style-type: none"> ● Engagement Timeline documenting when the school shared the Site Plan with the SSC and school team (<i>found in the Site Plan Tool</i>) ● SSC Assessment <p>NOTE: If the school has <u>any</u> outstanding SSC establishment materials due to SRP, the school MUST address these before the 26-27 Site Plan can be submitted for Board approval!</p>

FREQUENTLY ASKED QUESTIONS

Why can't I share our SPSA Tool with others?

Some leaders have had difficulty sharing their SPSA Tools with colleagues and parents following the move to a SPSA Team Drive. Permissions should be set to allow for this. If a site leader has a personal Gmail account, first check to be sure that the OUSD Gmail account is in use by clicking on the circle in the upper righthand corner of your screen. If Google considers the personal Gmail account to be "primary" and has logged into Drive with that account, the user will need to click over to the OUSD account to share the document. If you continue to have trouble, please contact Brandy Spong (brandy.spong@ousd.org) for help.

How do I get my budget information imported into my plan?

Given that the majority of site budget data will be pre-populated again this year, with budget amounts, resources, and object codes, the most important information for school teams to complete are the budget actions for each expenditure and selecting an associated plan action and SPSA target. This is where alignment of fiscal resources with teacher and leadership actions to student and family outcomes is clearest in the SPSA tool. If your budget appears to have an error, reach out to your financial analyst, SRP Specialist, or Diana Sherman (diana.sherman@ousd.org) for assistance.

What is a TK/K Transition Practice? Do I need to have this if I don't have TK?

All schools (elementary, middle, and high) must have at least one transition practice to welcome new families into the school. (This is newly required for middle and high schools under ESSA.) For elementary schools, the practice should focus on transitioning students from preschool into either Transitional Kindergarten or Kindergarten, depending on when your school starts. (Schools that offer TK may also have kindergarten transition practices for students joining the school community then.) For middle and 6-12 schools, the transition practice should focus on recruiting and welcoming sixth grade families, while for high schools it should focus on recruiting and welcoming ninth grade families.

What should I do if I locked in something with LCFF Supplemental or Title I funds, but it doesn't appear on the list of approved expenditures?

Contact your network superintendent and your SRP Specialist. We will work with you to determine next steps and how you can fund your program within the funding constraints. If we identify potentially ineligible expenditures in the budget review, we will contact your network superintendent first but may also reach out to you for more information about an expenditure.

Who can I reach out to for Support with my SPSA?

Technical Support (Where is the SPSA and when is it due? Can you review HOW to fill it in with me?) <ul style="list-style-type: none">• Brandy Spong, SRP Specialist, SPSA & CSI Support• Diana Sherman, LCAP Coordinator, SRP	Strategy, Planning, Goal Setting Support Network Superintendents & Partners <ul style="list-style-type: none">• N2 Sabrina Moore & Jennifer Koelling• N3 Monica Thomas & Kate Sugarman• N4 Leroy Gaines & Brett TankersleyMS Cliff Hong & Aubrey Lane• HS Vanessa Sifuentes, Darren Avent, Han Phung, Laura Robell
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<p>Budget Tab Support</p> <p>Financial Partner (see this list for Elementary & Secondary site assignments)</p>	<p>Permissible Spending / Compliance Support</p> <p>SRP Specialist</p> <ul style="list-style-type: none"> • N2 Alma Alvarado • N3 Patricia McMicheaux • N4 Ana Alvarado • MS Shanae McLorin • HS Daymon Beach
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Appendix A

Planning for the Final Year of the District's LCAP Cycle: What's Different?

As principals prepare their School Plan for Student Achievement (SPSA) for 2026-27, it's important to note that this year marks the final year of the district's three-year Local Control and Accountability Plan (LCAP) cycle. While the SPSA is an annual plan, it is designed to align with the broader LCAP cycle. This stage emphasizes reflection, evaluation, sustainability, rather than introducing major new initiatives, hence the more streamlined SPSA template with fewer sections to complete.

Here's a guide to help navigate these changes effectively:

1. Data-Informed Refinements

- Reviewing Prior Results: Begin with a comprehensive look at data from the previous year and earlier years in this LCAP cycle. Analyze academic outcomes, attendance, behavior, and stakeholder feedback to determine what strategies had the greatest impact.
- Using Mid-Cycle Evidence: Apply evidence from benchmarks and formative assessments to refine final year actions and targets for 2026-27.
- Equity-Focused Adjustments: Identify persistent gaps or emerging disparities, with particular attention to historically underserved student groups.

2. Revisiting Goals and Metrics

- Refining or Concluding Goals: Update goals to capture cumulative progress or note completion. Some goals may continue into the next LCAP cycle; refine or update goals as needed.
- Aligning with Current Context: Consider demographic shifts, district priorities, and community needs that shift your final-year focus.
- Updated Metrics: Adjust success metrics for 2026-27 targets and timelines to align with realistic Year 3 outcomes, ensuring they remain measurable and achievable.

3. Continuity and Scaling Up

- Building on Successes: Consolidate practices that have proven effective during this LCAP cycle and embed them into ongoing school routines.
- Phasing Out Ineffective Efforts: Conclude strategies that did not yield measurable impact and redirect remaining resources toward sustaining high-leverage actions.
- Institutionalizing Systems: Strengthen structures, such as data meetings, tiered supports, or family engagement routines so they continue beyond this LCAP cycle.

4. Engaging Stakeholders with Lessons Learned

- Transparent Reporting: Share outcomes from the past three years with staff, families, and partners, celebrating growth and naming continued needs.
- Collaborative Reflection: Involve stakeholders in reviewing data and identifying priorities to inform the next LCAP cycle.
- Sustaining Buy-In: Demonstrate how community input has influenced the SPSA over time, reinforcing shared accountability.

5. Budget Adjustments and Resource Allocation

- Reallocating Funds: Analyze spending patterns from prior years to identify high-impact uses and areas of underspending.
- Strategic Reallocation: Direct remaining funds to sustain effective programs and ensure full expenditure of restricted resources before closeout.
- Efficiency and Transition: Simplify or sunset processes that have served their purpose, freeing capacity for next-cycle planning.

6. Professional Development for Sustainability

- Targeted Support: Offer professional development that helps staff sustain effective practices and deepen use of data for continuous improvement.
- Leadership Development: Continue cultivating teacher leaders who can carry forward this work into the next cycle.
- Building Capacity: Reinforce understanding of SPSA process so schools are prepared to revise goals when the next LCAP cycle begins.

7. Incorporating Emerging Challenges

- Adapting to Change: Account for any policy updates, district initiatives, or student needs that have surfaced since the start of the cycle.
- Learning Recovery and Wellness: Maintain supports for unfinished learning and social-emotional well-being, integrating them into permanent routines.

8. Monitoring, Evaluation, and Transition

- Setting Milestones: Defining clear benchmarks to measure end-of-cycle accomplishments.
- Conducting Progress Reviews: Use data reviews to summarize outcomes and capture lessons for the next planning period.
- Evaluating Impact: Assess both quantitative data and stakeholder insights to understand how SPSA actions have contributed to districtwide LCAP goals.

By emphasizing reflection, documentation, and sustainability, this SPSA connects the work of individual schools to the district's three-year LCAP cycle. This approach ensures that evidence of progress, equity gains, and effective practices carry forward as the next cycle begins in 2027-28.