

iLEAD Agua Dulce Single Plan for Student Achievement 2025-2026

School Name: iLEAD Agua Dulce			
About the School: At iLEAD Agua Dulce, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) and Success Coaches are devoted to providing learners with the best academic and emotional support by way of small class sizes and individualized attention.			
School Mission and Vision: The mission of iLEAD Agua Dulce is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for learners in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century. The vision of iLEAD Agua Dulce is that all learners would become	CDS Code: 19 75309 0138297		
creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.			
SSC Approved: February 24, 2025	Board Approved: June 24, 2025		

Purpose

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to use a continuous cycle of improvement for a Schoolwide Program and Additional Targeted Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.

The school's Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Agua Dulce's Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including staff, learners, families, and school leadership.

The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.



ESSA Requirements

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

This plan will align our school goals in this SPSA to the school's Local Control and Accountability Plan (LCAP) as possible. The school will meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the California State Standards and the school's educational program as outlined in the most recent charter petition and the Federal LCAP Addendum. The school will use Project-Based Learning, a focus on social emotional learning (SEL), and personalized support with a Multi-Tiered System of Support (MTSS). NWEA MAP assessments in math and reading are given 3 times annually to differentiate learning and target struggling learners for support, as well as monthly data protocol by class/grade level and semester school-wide data protocols. The focus on schoolwide coherence, teamwork, learner engagement, learner achievement is how we will strive to meet the ESSA requirements. Educational partners, including the SSC, staff, governing board, parents, and school leaders will review the SPSA annually and learning data to ensure that it reflects efforts to increase learner growth and achievement through data informed practices. The SPSA compliments the school's LCAP goals and actions to ensure efficiency in evidence-based continuous improvement practices and school resources.

Educational Partner Involvement and Comprehensive Needs Assessment

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

The annual SPSA process starts in the fall for the following school year and is finalized in the spring after learner assessment data and SPSA goals are analyzed. School leadership and staff use verifiable data in the fall to assess Title programming and make adjustments to programming based off the data. The Schoolsite Council meets to review verifiable data from the California Dashboard and Data Quest and give input to implementing programming and meeting goals. Lastly, the school's governing board reviews data in the fall.

Frequent feedback and planning conversations happen throughout the school year through iSUPPORT programs, leadership reflection and professional development, staff collaboration, data protocol meetings, and the school's continuous improvement cycle activities. The school makes a coordinated effort to collect, analyze, and use "Street Data".

During the spring planning process, school leadership sends annual family, learner, and staff surveys using Qualtrics, which uses evidence-based, nationally normed questions to gather feedback and input on school programming and needs for the following school year. The SPSA is analyzed and revised for the following school year by school leadership and the Schoolsite Council and presented to staff for input. The Board approves the SPSA in June alongside the school LCAP.

The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.



Goals, Strategies, Expenditures				
Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in ELA.				
ldentified Need	iLEAD Agua Dulce scored 42.6 points below standard in ELA for all learners on the 2024. CAASPP. There is a need to increase academic achievement in ELA for identified learners needing intervention based on internal NWEA ELA MAP scores.			
		Annual Measurable Out	tcomes	
Metric		Baseline		Expected Outcome
NWEA MAP To specifically the Growth Index standardized r observed learr growth compa NWEA studen growth norms.	Conditional (CGI), a neasure of ner or school red to the 2020 t or school	Expected Spring 2025 all learners grades K-8 CGI: -0.06		Meet or exceed a CGI score of 0 or higher in Spring 2026 all learners
		Strategies/Activit	ies	
Activity	Learners to Be Served	Strategy/Activity	Expenditures	5
	De Serveu	Description	Amount(s)	Funding Source(s)
Tier II reading intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels. These employees will implement, and help monitor strategies and activities to support reading learning in alignment to California State Standards.	\$22,925	Title I
Training	all	Training in MTSS strategies	\$9,145	Title II

Annual Review		
SPSA Year Reviewed: 2024-2025	Summary: iLEAD Agua Dulce Facilitators worked to implement an ELA intervention program in grades 1-5 for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2024.	



Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators and Care Team worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and new curriculum were used to design intervention activities for learner's based on their skill development needs.
	NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 24/25, which is the strongest indicator that planned actions were implemented effectively
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2024-25 estimated actuals.
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.	iLEAD Agua Dulce will continue offering small group intervention programs using live classes, credentialed teachers and care team (classified aides), intervention software, and close monitoring of Tier II learners.

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in Mathematics.			
ldentified Need	iLEAD Agua Dulce scored 69.8 points below standard in Mathematics on the 2023 CAASPP. There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.		
Annual Measurable Outcomes			
Metric		Baseline	Expected Outcome
NWEA MAP To specifically the Growth Index (standardized n observed learn growth compare 2020 NWEA si school growth	Conditional (CGI), a neasure of ner or school red to the tudent or	Expected Spring 2025 all learners grades K-8 CGI: -0.22	Meet or exceed a CGI score of 0 or higher in Spring 2026



Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Tier II math intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels in grades 1-5. These employees will implement, and help monitor strategies and activities to support math learning in alignment to California State Standards.	\$22,925	Title I

Annual Review				
SPSA Year Reviewed: 2024-2025	Summary: iLEAD Agua Dulce Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2024.			
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learner's based on their skill development needs.			
	NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 24/25, which is the strongest indicator that planned actions were implemented effectively			
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.			
implement the strategies/activities to meet the articulated goals.	No Title I, II, or IV rollover is expected based on 2023-24 estimated actuals.			
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	iLEAD Agua Dulce will continue offering small group intervention programs using intervention strategies and curriculum, credentialed teachers and care team (classified aides), and close monitoring of Tier II learners.			



analysis. Identify where those changes can be found in the SPSA.

Goal 3: Increase learner engagement and social-emotional well-being.					
Identified Need					
	An	nual Measurable Outcomes			
Metric		Baseline		Expected Outcome	
	rners who met at least 1 learning plan goal on	Fall 2024 survey: 46% of learners met their SEL goal.		Increase by 2% annually	
Strategies/Activities					
		Strategies/Activities			
Activity	Learners to Be Served	Strategy/Activity	Expenditures		
Activity	Learners to Be Served		Expenditures Amount(s)	Funding Source(s)	

Budget Summary			
Description	Amount		
Total Funds Provided to the School Through the Consolidated Application	\$64,996		
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,996		
Total of Federal Title Funds for this school	\$64,996		