



## iLEAD Agua Dulce Single Plan for Student Achievement 2025-2026

<b>School Name:</b> iLEAD Agua Dulce	
<b>About the School:</b> 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.	
<b>School Mission and Vision:</b> 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 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.	<b>CDS Code:</b> 19 75309 0138297
<b>SSC Approved:</b> February 24, 2025	<b>Board Approved:</b> June 24, 2025
<b>Purpose</b> <i>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)</i>	
<p>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.</p> <p>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.</p> <p>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.</p>	





## 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.

### Identified 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 Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	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/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			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.	<p>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.</p> <p>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</p>
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.

<b>Identified Need</b>	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.
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#### Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	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	
<b>SPSA Year Reviewed:</b> 2024-2025	<b>Summary:</b> 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.
<b>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.</b>	<p>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.</p> <p>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</p>
<b>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.</b>	<p>There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.</p> <p>No Title I, II, or IV rollover is expected based on 2023-24 estimated actuals.</p>
<b>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</b>	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** Due to COVID, there is an increase in the need for behavior intervention, social-emotional support, and learner engagement. Educational partner surveys, absenteeism data, suspension data, and educational partner input served as data during the comprehensive needs analysis to continue this new goal for 2025-2026

**Annual Measurable Outcomes**

Metric	Baseline	Expected Outcome
Number of learners who met at least 1 SEL individual learning plan goal on SEL Survey	Fall 2024 survey: 46% of learners met their SEL goal.	Increase by 2% annually

**Strategies/Activities**

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Increase Engagement	All learners	Increase hands on learning opportunities on campus (makery and farm to table programs) to increase opportunities for engagement and meet SEL needs of learners.	\$10,000	Title IV

**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