iLEAD Online
Single Plan for Student Achievement
2026-2027

School Name: iLEAD Online

About the School: iLEAD Online Charter School is a K-12 independent study online public charter school authorized by the Acton Agua Dulce Unified School District in Los Angeles County and opened in July, 2017. The school meets the needs of families who prefer virtual learning for their children who are supported by a credentialed academic coach, facilitators and a program which supports educational options and flexibility. The school provides students and families flexibility of scheduling throughout the week to complete coursework and activities and offers a broad course catalog and unique customizable project approach for demonstrating mastery of the California State Standards.

School Mission and Vision:
The mission of the iLEAD Online is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for all learners in grades K-12 to prepare them for college and career.

The vision of iLEAD Online is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, master academic standards, develop a deep understanding of subject matter and collaborate effectively with the community in which they live. All learners will graduate college and career ready by meeting rigorous graduation requirements.

CDS Code:
19 75309 0136531

SSC Approval Date: 4/30/26 **Local Board Approval Date: 6/23/2026**

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 for a Schoolwide Program for Title I, II, and IV funding.

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 internal 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 Online'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.

The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA Tier II intervention programs. 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. The school's ELAC also meets in fall to review verifiable data and provide input on school programming. Lastly, the school's governing board reviews data in the fall.

Frequent feedback and planning conversations happen throughout the school year through program 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 Mathematics.

Identified Need	iLEAD Online scored 81.9 points below standard in Mathematics on the 2025 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 Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the NWEA student or school growth norms.	Spring 2026 overall CGI: 0.32	Meet or exceed 0 on Spring 2027 CGI

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount	Funding Source
Math Intervention	Identified learners falling below State proficiency levels based on NWEA MAP assessment and/or facilitator referral.	Facilitator to work directly with identified learners falling below State proficiency levels. This facilitator will design, implement, and monitor strategies and activities to support math learning in alignment to California State Standards.	$35,898	Title I
Accessibility	all	Learners will have hotspots if needed to be able to access these sessions	$5,000	Title IV

Annual Review	
SPSA Year Reviewed: 2025-2026	**Summary:** iLEAD Online 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 and winter 2025.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators identified targeted learners based on math course performance and NWEA MAP scores in fall, winter, and spring and referred for Tier II math intervention programming. A credentialed facilitator utilized asynchronous and synchronous learning during instructional time for live instruction and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and iXL learning software were used to design individual lessons and practice for learner's based on their skill development needs. A Math Foundations asynchronous curriculum and course was updated to provide additional targeted supplemental intervention to struggling learners. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 25/26, 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.
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.	No changes

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners in ELA and those at risk of not meeting the challenging state standards grades.	
Identified Need	iLEAD Online scored 26.8 points below standard in ELA on the 2025 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 NWEA student or school growth norms.	Spring 2026 overall CGI: 0.13	Meet or exceed 0 on Spring 2027 CGI

Strategies/Activities				
Activity	**Learners to Be Served**	**Strategy/Activity Description**	**Expenditures**	
			Amount(s)	**Funding Source(s)**
Target ELA Intervention	Identified learners falling below State proficiency levels.	Facilitator to work directly with identified learners falling below State proficiency levels. This employee will design, implement, and monitor strategies and activities to support ELA learning in alignment to California State Standards.	$35,898	Title I
Accessibility	all	Learners will have hotspots if needed to be able to access these sessions	$5,000	Title IV

Annual Review	
SPSA Year Reviewed: 2025-2026	**Summary:** iLEA Online Facilitators worked to implement an ELA intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in fall and winter 2025.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators identified targeted learners based on ELA course performance and NWEA MAP scores in fall, winter, and spring and referred for Tier II ELA intervention programming. A credentialed facilitator utilized asynchronous and synchronous learning during instructional time for live instruction and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's ELA goals. NWEA MAP data and iXL learning software were used to design individual lessons and practice for learners based on their skill development needs. An ELA Foundations asynchronous curriculum and course was updated to provide additional targeted supplemental intervention to struggling learners. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 25/26, 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
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.	No changes

Goal 3: Improve the quality and effectiveness of facilitators, school director and leaders, and other staff to better meet the needs of learners through ongoing professional development.	
Identified Need	There is a need to continue to ensure that all staff are appropriately qualified to provide instruction support and social emotional support based on annual staff surveys and requests. In alignment with WASC goals, facilitator feedback, and California state priorities, the focus of professional development will center around MTSS and restorative practices for the 2025-26 school year.
Annual Measurable Outcomes	

Metric	Baseline	Expected Outcome
Maintain % of staff who complete designated synchronous and asynchronous professional development.	100% of facilitators and care team providers trained	100% staff trained

Strategies/Activities

Activity	Staff to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Training and staff professional development in MTSS and Social Emotional Learning.	All credentialed instructional staff and classified support staff.	Facilitators will attend training and support sessions on Multi-Tier Systems of Support and Social Emotional Learning including restorative practices	$11,616	Title II

Annual Review

SPSA Year Reviewed: 2025-2026	**Summary:** Facilitators attended trainings and support sessions on Multi-Tier Systems of Support and Social Emotional Learning.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	This year, facilitators attended conferences and workshops, and specifically focused on sessions on Multi-Tier Systems of Support and Social Emotional Learning. They also received training on restorative practices in a virtual environment.
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
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve	No changes

this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	

Budget Summary	
Description	**Amount**
Total Anticipated Funds Provided to the School Through the Consolidated Application	$93,512
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,512
Total of Federal Title Funds for this school, including carryover from prior year.	$93,512