



iLEAD Lancaster Single Plan for Student Achievement 2026-2027

School Name: iLEAD Lancaster

About the School: At iLEAD Lancaster, you will find a school that prioritizes a positive, supportive, and inviting environment where our learners (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 facilitators (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention.

School Mission and Vision:

The mission of iLEAD Lancaster Charter School is to empower learners to become conscientious, compassionate, and responsible citizens of the world. In this process we inspire them to become creative thinkers and leaders with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods, and opportunities for self-directed learning. We celebrate and foster each child's individuality and support each in discovering his or her highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st-century workplace.

The vision of iLEAD Lancaster Charter School is that all learners will possess the knowledge, skills, and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

CDS Code:

19 64667 0125559

SSC Approval Date: June 2, 2026

Local Board Approval Date: Jun 18, 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 to use a continuous cycle of improvement for a Schoolwide Program and Comprehensive 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 Lancaster'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. 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 Qualitrics, 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.

Resource Inequities:

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

iLEAD Lancaster is a single school LEA and all Title funding is allocated to the school directly.

iLEAD Lancaster, there are many opportunities available to increase the academic performance of learners.

A comprehensive budget and resource analysis was performed. It was determined that no inequities exist in equitable offerings for resources and services.

The school will continue to monitor resource equity for the 2025-26 school year and continue to participate in root cause analysis and action planning through the school's equity taskforce.

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 Math and ELA.

Identified Need

iLEAD Lancaster scored 72.3 points below standard in ELA and 118.7 points below standard in Math for all learners on the 2025 CAASPP. There is a need to increase academic achievement in ELA and Math for identified learners needing intervention based on internal and external scores.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA ELA 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 CGI in Reading is -0.10 and Math is -0.03	The school to meet or exceed a CGI score of -0 or higher in Spring 2027

Strategies/Activities



Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Math and ELA Curriculum, Instruction, and Assessment Support for MTSS Tiers I, II, and III.	All Learners	Designated Curriculum Coaches in ELA and Math. Providers to work with credentialed teachers (facilitators) These employees will design, implement, and monitor MTSS Tier I and II strategies and activities to support math and ELA learning in alignment to California State Standards and school adopted curriculum.	\$222,405	Title I

Annual Review	
SPSA Year Reviewed: 2025-2026	Summary:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Small group instruction, interventions, and pull out programs using the curriculum of EL Education and Bridges for Math were implemented successfully. Care team and curriculum coaches were used to support learning and growth in CAASPP and MAP assessments. iLEAD Lancaster also adopted a new ELA curriculum last year, which teaches the science of reading. Overwhelming recent evidence shows this approach's effectiveness to supporting reading and writing growth and achievement. Curriculum coaches focused on implementation of Tier I supports through core curriculum and a more effective Tier II program through supplemental curriculum, such as Delta Math and Dreambox. 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	No significant differences between the intended implementation or the budgeted expenditures occurred during the 2025-26 school year.



the strategies/activities to meet the articulated goals.	
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 Lancaster will continue utilizing Title I funding for curriculum coaches to support the implementation of MTSS Tier I, II, and III curriculum and instructional strategies for ELA and Math.

Goal 2: 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 school goals, facilitator feedback, and California state priorities, the focus of professional development will center around TIPS and MTSS tier II intervention for the 2026-27 school year.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
% staff trained		0% of facilitators and care team providers trained		100% staff trained
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Training and staff professional development	All learners enrolled in facilitator classes	Facilitators will attend training and support sessions for culturally competent teaching, restorative practices, and MTSS strategies.	\$30,818	Title II

Annual Review	
SPSA Year Reviewed: 2025-2026	Summary:
Describe the overall implementation of the	For the 25-26 year, iLEAD Lancaster continued with



strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	training in Tier 1 and add training in differentiation, literacy/writing and MTSS with a focus on Tier II and Tier III Intervention
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	No significant differences between the intended implementation or the budgeted expenditures occurred during the 25/26 school year.
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 Lancaster will continue supporting highly qualified teachers through the TIP program. iLEAD Lancaster will also focus professional development on implementing core and supplemental ELA and Math curriculum for Tier I, II, and III programming to increase student achievement on NWEA MAP and CAASPP assessments.

Goal 3: Decrease Chronic Absenteeism and Increase Engagement				
Identified Need	iLEAD Lancaster had a 47% chronic absenteeism rate compared to the 30% statewide chronic absenteeism rate on the 2023 California Dashboard. There is a need to decrease chronic absenteeism by increasing engagement.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
Chronic Absenteeism		Absenteeism in 2023-2024: 42.04% Absenteeism in 2024-2025: 42.90.% Expected Absenteeism: 42%		Decrease 1%
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Social Worker	Learners frequently absent or at risk of chronic absenteeism	Licensed Social Worker to support school attendance, learner engagement, family engagement, and learner support.	\$40,000	Title I



Family and Learner Engagement Activities	All learners Learners frequently absent or at risk of chronic absenteeism	Family and learner engagement activities, training, and education to increase the home-school connection, increase literacy at home, and educate families on the importance of school attendance.	\$20,214	Title IV
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Annual Review	
SPSA Year Reviewed: 2025-2026	Summary:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	In the 2025-26 school year, the school's social worker and all staff engaged in restorative practices and an emphasis on culturally competent teaching to increase engagement and decrease chronic absenteeism. As of May 2026, it is anticipated that the 2025-2026 chronic absenteeism rate will be 42.0%, which maintained from 2023-2024.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	No significant differences between the intended implementation or the budgeted expenditures occurred during the 25/26 school year.
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.	Continue to encourage daily attendance, monitor and track learner attendance, and home visits.



Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$325,163
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$325,163
Total of federal funds for this school:	\$325,163