

Santa Paula Unified School District

School Plan for Student Achievement



Isbell Middle School

56 76828 6055594

Contact Information:

Melissa Guerra, Principal

mguerra@santapaulausd.org

221 S. 4th Street

Santa Paula, CA 93060

(805) 933-8884



Revised June 2023

Fiscal Year 2023-2024

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For additional information on school programs and how you may become involved locally, please contact:

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(805) 933-8884
mguerra@santapaulausd.org

The district's Governing Board approved this revision of the school plan on _____.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

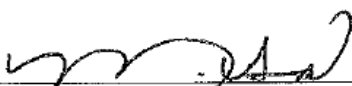
- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Council

Signature of Authorized
Representative

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/8/23

Attested:


Melissa Guerra, Principal

Date

5/8/23


SSC Chairperson

Date

5/8/23

School Site Council Membership

California Education Code Section 64001(i) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the School Site Council is as follows:

Name of Members	Principal	Certificated Staff	Other Staff Member	Parent or Community Member	Student
Melissa Guerra	X				
Monica Douglass		X			
Jennifer Epley		X			
Sydney Gomez		X			
Gladys Orozco		X			
Kendra Westfall		X			
Danna Hernandez			X		
Ilda Sanchez			X		
Maria Bedolla				X	
Talitha Bustamante				X	
Xochitl Gomez				X	
Victoria Martinez				X	
Jhoseline Gutierrez Arevalo					X
Victoria Castellanos					X
Viviana Lopez					X
Duke Matthews					X
Number of members in each category	1	5	2	4	4

English Language Advisory Council (ELAC) Membership

Education Code Section 52176(a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Other Staff Member	Parents/Guardians of English Learners	Other
Melissa Guerra	X				
Maria Bedolla				X	
Xochitl Gomez				X	
Victoria Carrillo Martinez				X	
Rodolfo Carrillo Martinez				X	
Gladis Meza				X	
Clara Angulo Rauda				X	
Noemi Rodriguez				X	
Elva Zamora				X	
Juana Zamora				X	
Number of members in each category	1			9	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- ☐ The ELAC has voted to give governance to the SSC on this date: _____
- ☐ The name of the parent ELAC representative to SSC is: _____

District information

District Profile

Santa Paula Unified District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

Santa Paula Unified operates an early childhood education program, six elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult school program. Santa Paula Unified School District has a large Latino and English Learner population that has made tremendous improvements in student achievement in the past few years. We are proud of the accomplishments of our students, teachers, staff, parents and the community that has made that achievement possible.

District Vision

Committed to serving every student every day.

District Mission

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

District LCAP Goals

Santa Paula Unified School District LCAP Summary 2022-2023



Vision Statement: Committed to Serving Every Student Every Day

Mission Statement: The Santa Paula Unified School District, in collaboration with educators, parents and the community, will prepare students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Goal 1: Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects

- a. Provide professional development for all staff
- 5a Implement English Learner Saturday Academy
- b. Retain K-5 Reading Intervention Teachers
- 5b Create a Districtwide EL Language Appraisal Team (LAT)
- c. Staff smaller class size to reduce combination classes in TK-5 grade
- 5c Create and Communicate an EL Master Plan aligned to the EL Roadmap
- d. Increase computer/student ratio, purchase technology
- 5d Hire an itinerant newcomer teacher
- e. Continue upgrades to technology infrastructure
- 5e Improve Literacy/Writing Skills for EL Students in grades 4-8
- f. Retain increased Computer Technician staffing
- 5f Add additional sections in secondary master schedules to support access to a broad based curriculum
- 5g Work Collaboratively with EL parents to implement parent education courses
- j. Extend library/literacy center hours and increase access to materials
- l. Retain Data Services Specialist position
- m. **Support Expanded Transitional Kindergarten for all 4-year-olds**
- n. Retain preparatory period for Isbell Middle School
- o. Retain two Common Core Coordinators
- p. Retain TK and K Bilingual Instructional Assistants
- q. Provide additional site allocations to support educational outcomes

Goal 2: Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

- a. Provide parent involvement opportunities districtwide
- b. Retain Administrative Support at Secondary Schools
- d. Support Advanced Placement Program and exam fees Support
- e. Career Technical Education opportunities in grades 6-12
- f. Retain Athletic Trainer
- g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools
- h. Retain and expand Band/Chorus instruction/transportation and materials K-12
- i. Support youth leadership activities at IMS, RHS, and SPHS
- j. Support AVID program at districtwide
- k. Provide a districtwide mentoring program
- l. Fund Transportation services for District approved athletic events
- m. Retain SPHS Athletic Director position
- n. Continue to implement "Summer Matters" program
- o. Implement GATE program
- q. Maintain office assistant support at all sites
- r. Fund additional elective classes at IMS and SPHS
- s. Provide after-school and summer enrichment opportunities
- t. Increase communication and marketing of district programs
- u. Provide childcare and interpreters at school events

Goal 3: Increase graduation rates and reduce suspensions and expulsions

- a. Provide opportunities for credit recovery for students in grades 9-12
- b. Continue Restorative Justice practices; expand to elementary sites
- c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework
- f. Retain additional counseling positions
- g. Increase A-G completion rate for all students; retain services at Isbell MS
- h. Retain school psychologist at full-time
- i. Fund daycare program and related services for teen parents
- K. Retain District Safety Coordinator; maintain district safety staff at sites

Goal 4: Create a welcoming and efficient school climate for students, parents, and staff

- a. Implement safety measures across school sites
- b. Support and retain additional custodial support
- c. Transfer 0.5% of expenditures to Deferred Maintenance
- e. Retain Health Services Specialists positions

Revised 7/26/22

School Information

School Profile

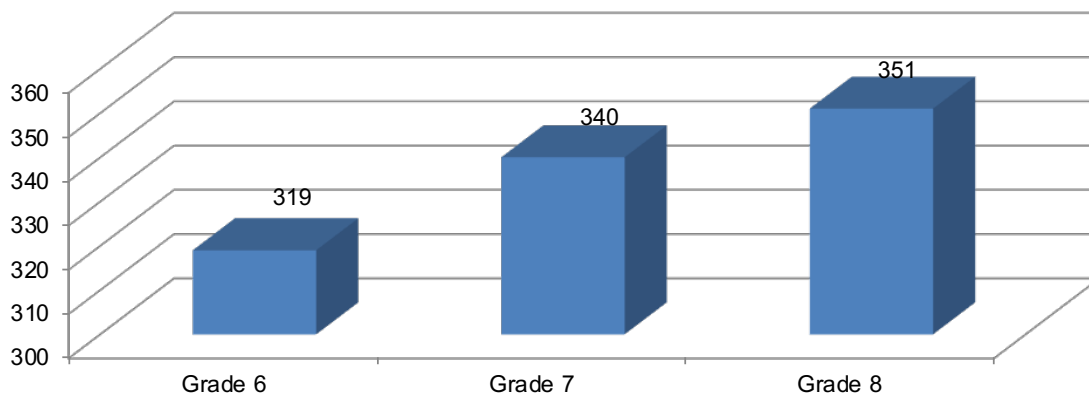
Isbell Middle School is located in the city of Santa Paula and serves students in grades seven through eight (as of the 2023-24 school year), and is the only middle school in the district. In the 2022-23 school year, 1,010 students were enrolled, including 32.4% qualifying for English Language Learner support, 79.6% qualifying for free or reduced price lunch, 18.7% special education, 0.6% migrant, 5% homeless youth, and 0.1% foster youth.

School Mission

The mission of Isbell Middle School is to offer students an education that will develop a respect for human dignity for all people, provide an understanding of cultural differences and prepare students to become productive citizens within a global community for the 21st century.

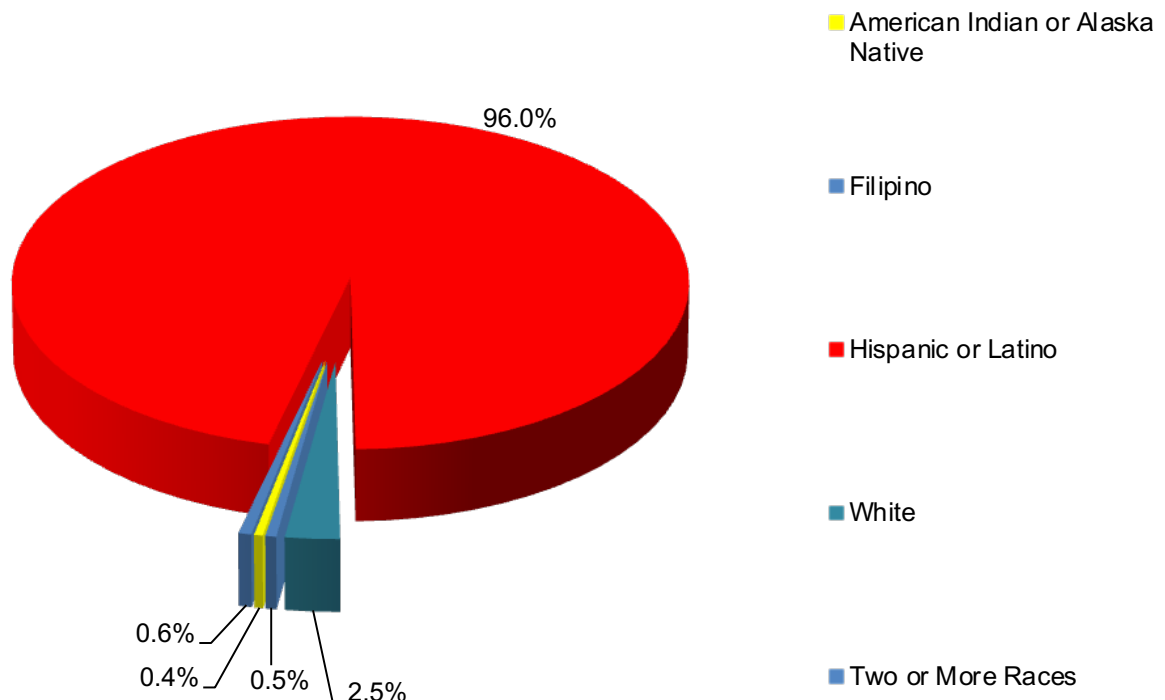
Student Enrollment by Grade

Source: Data Quest 2022-23



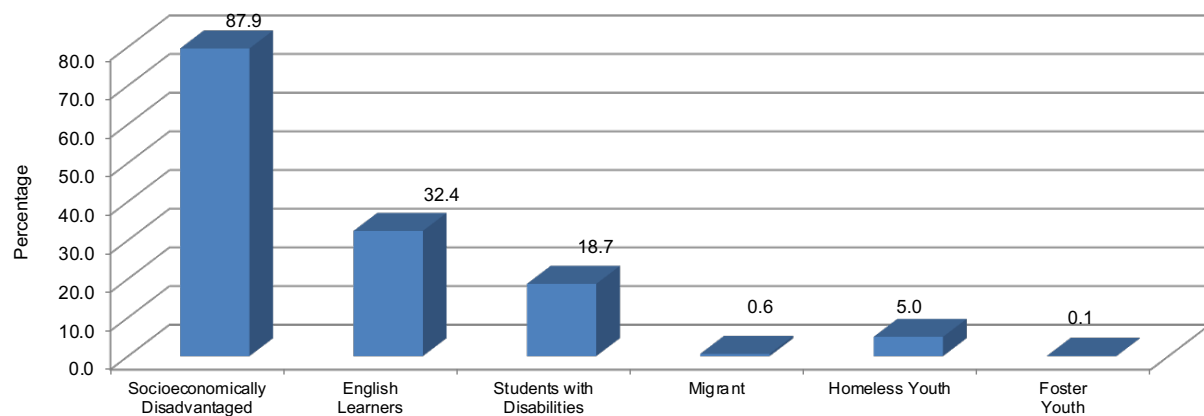
Student Enrollment by Ethnicity

Source: Data Quest 2022-23



Student Enrollment by Subgroup

Data Source: Data Quest 2022-23



Comprehensive Needs Assessment

Isbell Middle School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Teacher Surveys
- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - Teacher Feedback
 - Formative Assessments (Every three weeks and with data collaboration every 4th week)
 - Accelerated Reader Assessments
 - Accelerated Math Assessments
 - STAR Reading
 - CAASPP Results

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Violence Prevention, Bully Prevention, and Student Safety

Isbell Middle School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2023-24 school year, Isbell Middle School plans to provide the following programs for its students (and parents as applicable):

- Anti-bullying Presentations
- Parent Project Classes

Isbell Middle School supplements district-sponsored programs with site-based curriculum aimed at developing positive behaviors through character education, substance abuse prevention education, and healthy life styles education. These programs include:

- **CHAMPS Program** - CHAMPS is a class wide positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reduce misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.
- **Restorative Justice** - Restorative justice offers alternatives to our traditional juvenile and criminal justice systems and harsh school discipline processes. Rather than focusing on punishment, restorative justice seeks to repair the harm done.
- **Project 2-Inspire** - research-based collaborative project that helps schools establish a Family-School-Community leadership program that involves all stakeholders – families, community-based organizations, teachers, administrators and other school staff

Nutrition Programs & Fitness Programs

The Santa Paula Unified School District Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, wellbeing and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [Especially Needy Breakfast Program](#) (SNBP), [School Breakfast Program](#) (SBP), Meal Supplement Program (Snacks), [Child Care Program](#) (CCAFP), and the [Seamless Summer Feeding Option Program](#) (SSFOP). Isbell Middle School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children.
- **At-Risk After-School Meals Program** - students participating in after school programs receive nutritious snacks and dinner meal as a regular part of their afterschool activities. Meals are provided in accordance with the Childcare Food Program guidelines and reimbursement rates.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Physical Education** – Physical Education teachers provide physical education instruction for our students for a minimum of 400 minutes each 10 school days.

Extended Learning Programs

Isbell Middle School offers the following extended learning programs:

- **Before/After School Intervention Classes** - taught by teachers to ensure the alignment of instruction with the California State Content Standards
- **Migrant Education Program**
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – program held daily which includes activities such as reading, computers, creative writing, math, homework tutorial help, sports, arts and crafts, self-esteem building activities, drug abuse awareness activities, games and recreation.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Isbell Middle School	56768286055594	5/8/2023	

Purpose and Description

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by creating a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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.

Isbell Middle School's plan meets the ESSA requirements of aligning with the Santa Paula Unified School District's Local Control and Accountability Plan (LCAP). The goals in this plan enhance academic achievement through a focus on equity, accountability, inclusion, transparency, flexibility and opportunity for all students. This plan strengthens school safety through a multi-prong effort, addressing both the physical safety needs and social-emotional needs of students, staff, and families. The Isbell Middle School Plan for Student Achievement also includes a strong focus on collaboration and enhancing communication within the school and the larger school community while systematically targeting improvement to our school culture and climate. Through this plan, Isbell Middle School demonstrates its commitment to integrity and continual growth as well as prioritizing our values of relationships, routines, responsibility, respect and results. This plan also provides support to our multilingual students as well as our students with disabilities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
ELAC	9/14/22, 11/9/22, 1/18/23, 3/22/23, 5/10/23
School Site Council	10/17/22, 12/5/22, 1/23/23, 3/20/23, 5/8/23
Site Leadership Team	9/1/22, 10/10/22, 11/14/22, 12/19/22, 2/15/23, 4/18/23, 5/2/23
Staff Meeting	8/8/22, 9/12/22, 10/10/22, 11/14/22, 12/12/22, 1/30/23, 3/6/23, 4/17/23, 5/15/23

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

In the 2022-2023 school year, Isbell Middle School students experienced the following inequities:

- Our current 8th graders were 6th graders during the COVID pandemic that led to virtual learning for the majority of the 2020-2021 school year. The lack of a traditional 6th grade experience greatly impacted their success during their middle school years, which is evident in test scores and social emotional concerns. We attempted to remedy this through the Advisory period and the focus on social emotional learning utilizing the Leader in Me curriculum.
- At the beginning of the 2022-2023 school year, an English Language Development teacher resigned unexpectedly, which left a vacancy. We were unable to staff the position with a highly qualified teacher. Additionally, we did not have any bilingual instructional aides to support our newcomers until March of 2023 due to staffing issues. This significantly impacted our students' ability to successfully excel at acquiring necessary English speaking, reading, writing and listening skills. We assigned an intervention teacher to support the ELD teacher and our newcomers for the 3rd and 4th quarter to help rectify this situation in the absence of instructional aides.
- The 8th grade English Language Arts classes experienced inconsistencies in instruction due to teacher absences. Consistent assignment of substitutes to these classes was attempted, but not sufficient to ensure high quality instruction throughout the school year. Due to these absences, grades were not updated regularly, which made it difficult to conduct timely Student Study Team (SST) meetings and keep parents / guardians informed of student progress in addition to report cards. Administration worked alongside long-term substitutes and teachers to address concerns with instruction and grading.
- The reclassification rate increased by over 48% from the 2021-2022 to the 2022-2023 school year. Many students were not reclassified after meeting minimum requirements in previous school years, which led to larger English Language Development (ELD) classes and students not having access to an elective without taking Physical Education in zero period, which the majority of ELD students did not do.
- Parent and Family Engagement has increased, but is still lacking. Isbell Middle School is participating in the Community Engagement Initiative (CEI) and focused on providing authentic family engagement opportunities and parent/family workshops based on community input in an effort to improve communication and student achievement. Attendance at school celebratory events is robust.
- Professional Development in the area of classroom management (PBIS), relationship building, AVID strategies and other best practices in an effort to create a streamlined, school-wide approach to instruction leading to improved student outcomes will be the focus in the 2023-2024 school year.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase student achievement for all students in the area of English Language Arts and Math and Implement the California State Standards in all core subjects.

Identified Need:

This goal aligns with LCAP Goal #1: Increase academic achievement at all grade levels in ELA and Math and Implement California State Standards in all core subjects. This goal addresses the need to assist all students in all subgroups to move toward proficiency in ELA and Math.

The COVID closure significantly impacted students at Isbell Middle School. Gaps have been identified in ELA and Math. Interventions will need to address those gaps and effectively close or lessen them in the 2023-2024 school year. There will be a focus on effective first instruction in the classroom as well as professional development in the area of Reading, Writing and Math. Additionally, teachers will implement high yield, school-wide strategies to address the needs of all students with a focus on AVID strategies (Writing, Inquiry, Collaboration, Organization and Reading).

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 6 th grade data	27.27% Met or Exceeded	32% Met or Exceeded
CAASPP ELA 7 th grade data	32.04% Met or Exceeded	37% Met or Exceeded
CAASPP ELA 8 th grade data	23.30% Met or Exceeded	28% Met or Exceeded
CAASPP Math 6 th grade data	13.90% Met or Exceeded	21% Met or Exceeded
CAASPP Math 7 th grade data	12.65% Met or Exceeded	26% Met or Exceeded
CAASPP Math 8 th grade data	10.21% Met or Exceeded	23% Met or Exceeded

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who are struggling in their ELA/ELD/Math classes as measured by the ELPAC, CAASPP, GPA, District Assessments and Interim Assessment Results, or based on teacher recommendation.

Strategy/Activity

After School and Saturday School Intervention with a focus on ELA, ELD and Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$27,775.20 - Teacher Extra Hours Intervention teachers (including Fringes)	Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Professional development for teachers, counselors and instructional assistants, and other classified staff (as needed) to support student learning in areas of need identified at the site level, including academic and social emotional needs. Additional professional development in the area of building relationships, managing classrooms, and CHAMPS are included. This action may include use of a consultant.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,000 - Professional development for certificated and/or classified staff (cost of substitutes, extra duty, materials/supplies, reasonable travel costs aligned with District's conference policy).	Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Instructional Leadership Team (ILT) meetings dedicated to reviewing assessment data and planning intervention strategies for struggling students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7,515.29 for substitute teachers for release time (includes fringes), or extra duty hours for teachers.	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For strategy/activity 1, after school intervention and Saturday School intervention led to improvement in students' grades and overall GPA for some participants. Attendance was optional and inconsistent. Data analysis measures need improvement. Once hired, bilingual instructional aides provided needed interpretation and translation support to newcomer emergent bilinguals in English Language Development (ELD) classes, which helped to improve students' language acquisition and content knowledge.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Vacancies in the bilingual instructional aide positions led to underspending in that strategy/activity. These positions were not hired until many weeks into the 3rd quarter and were not staffed the majority of the school year. A half-time vacancy was never filled. Therefore, budget allocations were shifted to teacher professional development opportunities to support the school-wide implementation of AVID strategies.

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.

In the 2023-2024 school year, each student who attends after school intervention or Saturday School intervention will provide baseline data as a requirement for entry. The data will consist of current grades as per the Q-SIS database, which will help to determine the intervention's effectiveness. The list of students will then be compared to the quarter grades to determine if those who attend after school and Saturday interventions are on track to meet grade level standards. Additionally, Strategy/Activity 4 and Strategy/Activity #5 from the 2022-2023 SPSA were eliminated. A school-wide Newela license and additional books for the Literacy Center are not needed in the 2023-2024 school year. Strategy/Activity #2 will be moved to the 2023-2024 Goal #4 (Bilingual Instructional Aide).

Goal 2:

Increase parent involvement and enhance student engagement through a variety of enrichment opportunities, and create a welcoming and efficient school environment for students, parents and staff.

Identified Need:

Research shows that a positive and welcoming school climate is tied to higher attendance rates, better test scores, increased student engagement and promotion rates. Parent involvement helps to strengthen a positive school culture. Parents need to feel that they are important members of the school community through opportunities to extend teaching and learning outside of the classroom. Students with involved parents perform at higher levels and feel more connected to school through shared learning opportunities to build a stronger and more successful community.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education/Training Opportunities	6 per year	8 per year
ELAC Meeting Attendance	Average attendance 6	Average Attendance 25
AVID Parent Meetings	0 per year	2 per year
Coffee with the Principal	2 per year	7 per year (full months)
Parent Square Communications Generated by Office	Average of 4-10 per month	Average of 4-10 per month including a monthly calendar
Study Trips	8 classes/groups went on an off campus excursion this year.	All grade levels will take at least one study trip to a college
Annual Parent Survey	57.9% of parents stated that parent-teacher communication was an area for growth (2021-2022)	A 20% decrease in parents identifying parent-teacher communication as an area of growth from 2021-2022 baseline

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and parents.

Strategy/Activity

In fall 2023, a parent needs assessment survey will take place to determine topics of interest for parent education. Topics of high interest will be provided as parent education opportunities in the form of a Parent University.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 for parent workshops/trainings, conferences, materials, transportation, childcare and light refreshments.	Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Parent Liaison/Coordinator to create parent education opportunities, communicate with parents and support counselors and college and career coordinators, such as Early Academic Outreach Program (EAOP) counselor.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,000 Teacher/Classified Extra Duty	Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Virtual and in-person study trips.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,000 for study trips related to college and career readiness to include substitutes, admission, and transportation.	Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and parents.

Strategy/Activity

To provide parents with website, marquee and social media updates on a regular basis. To support public relations efforts through print and social media, and to positively promote and celebrate school activities and parent engagement events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 – Extra duty for two certificated staff members	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

An official parent needs assessment did not take place; however, site administrators, teachers, parents and students took part in the Community Engagement Initiative (CEI), and based on feedback from that stakeholder group, the School Site Council and ELAC representatives, a series of Parent University workshops were conducted with increased attendance. The workshops addressed many topics, including academics and social emotional concerns. Leader in Me books were purchased as a resource for parents, but were not received until May 2023. They will be used in future training. A Parent/Liaison Coordinator was not hired. The tasks associated with this Strategy/Activity were completed by a site administrator and school counselor. Students attended a variety of study trips over the course of the school year. The goal is to expand those opportunities so that all students have an opportunity to attend an off campus excursion. Lastly, regular updates were made to the marquee and school website.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences noted, except for the Parent/Liaison Coordinator. This position was not officially hired; however, the goal was implemented by current staff. The position, however, has already been approved for the 2023-2024 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.

An official needs assessment will be conducted in fall 2023 to assess interest for parent engagement opportunities. A Parent/Liaison Coordinator will be hired to work directly with parents and site administration, and to assist with the implementation of Parent University and other family engagement opportunities. Strategy/Activity #3 from Goal #4 was moved to Goal #2 (Provide parents with website and marquee updates on a regular basis) as it related to parent engagement.

Goal 3:

Increase 8th grade promotion rates, reduce suspensions and expulsions, and increase student connectedness to school.

Identified Need:

Regular school attendance, a feeling of belonging and acceptance, and a sense of purpose are linked to increased student achievement, higher attendance rates, and improved behavior ensuring a positive and safe school environment. When students feel safe and supported, they are able to successfully engage in learning.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard	30.3 chronically absent (21-22)	Reduce Chronically Absent rate to less than 10%
California Data Dashboard	10.1% Suspension Rate (21-22)	Reduce Suspension Rate to less than 5%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Programs to recognize and support students who are showing success academically and behaviorally, which includes a coordinator to communicate with families, schedule events, and obtain and prepare recognition materials.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 (Assemblies, rallies, extra duty, substitutes, light refreshments, non-monetary student awards for effort and achievement).	Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Positive social/emotional support for students that include a student store where students can use tickets to purchase academic-related prizes based on improved academics and behavior.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,000	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A student store was opened and students were able to use Condor cash in exchange for items on Friday at lunch time. All teachers and staff members were given Condor cash to disseminate to students based on improved academics and behavior. A staff member regularly updated the school marquee and website to provide up-to-date and timely information to the school community and families. Monthly Super Star Condor assemblies were held to honor students nominated by their teachers for exemplifying the Seven Habits of Highly Effective Teens (Be Proactive, Begin With the End in Mind, Put First Things First, Think Win/Win, Seek First to Understand...Then to be Understood, Synergize and Sharpen the Saw). Families were invited to attend and provided with light refreshments. The students were given a certificate and a goodie bag of non-monetary items.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to note.

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.

Professional development was removed from this goal and placed in Goal #1. Strategy/Activity #2 from Goal #4 (Student Store) was placed under Goal #3 and addressed above.

Goal 4:

Increase English Learner achievement and instructional support, and provide additional support for students with disabilities.

Identified Need:

English Learners/Emerging Bilingual students require additional language, academic and social/emotional support. Students with disabilities need additional academic and social/emotional support to equip them with the tools they need to fully access learning and feel confident about their ability to engage in learning opportunities.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	In the 2022-2023 school year, 121 students were reclassified as RFEP, a 48% increase over the previous school year.	Continue to increase the percentage of students who reclassify.
Progress Monitoring (Need updated information)	Monitor and assess progress toward meeting IEP goals every quarter. In the 2022-23 school year, 55% of students did not meet all IEP goals, and is up by 2% from the year prior.	At least 75% of students will meet all of their IEP goals each year as reported at their IEP.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and parents.

Strategy/Activity

Provide interpreters for parent meetings, SSTs, ELAC meetings, SSC meetings, Back to School Night.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 (including fringes) and interpretation devices	Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners/Emergent Bilinguals.

Strategy/Activity

1 Bilingual Instructional Aide to support English Learners/Emergent Bilinguals. Aide will provide support to emergent bilinguals in ELD and core content classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$30,087.75 Bilingual Instructional Aide (includes fringes)	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities.

Strategy/Activity

Provide opportunities for Special Education staff to attend training to develop and strengthen their instruction and intervention skills. This action may include the use of a consultant.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 (Conference costs, extra duty, substitutes)	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goals #5 and #6 were combined to create Goal #4. In relation to Goal #5, Strategy/Activity 1 was removed as this has been taken care of by another District department and there was no site budget allocated. Interpreters provided support for all meetings where an interpreter was needed, and translation devices were purchased and utilized. In relation to Goal #6, special education staff were provided with professional development opportunities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For Goal #6, we did not utilize a coordinator to create informational packets/brochures to inform parents of students with disabilities about SPUSD, VCOE, SELPA and other trainings.

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.

Goals #5 and #6 were combined into Goal #4 for the 2023-2024 SPSA. Strategy/Activity #2 from Goal #1 was shifted to this goal as its primary purpose is to support emergent bilinguals. It is now Strategy/Activity #2 of this goal. Strategy/Activity #1 from Goal #6 was shifted to Goal #4, and has become Strategy/Activity #3 of this goal (professional development to support Special Education teachers). Recruitment has already started to address Strategy/Activity #2, which is providing a bilingual instructional aide to support ELD classes.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Isbell Middle School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Allocation (includes \$1,766.24 parent engagement)	\$103,378.24

Subtotal of additional federal funds included for this school: **\$103,378.24**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None	N/A

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$103,378.24**

Title I Allocations – 2023-24

		Resource	Title I	Carry Over	Remarks
		Allocation: 23-24	\$103,378.24		
OBJ.	Function	DESCRIPTION			
1102	1000	Substitutes			Goals 1.2, 1.3, 3.1, 4.3 Substitutes
1103	1000	Tchr. Extra Duty	25,490.49		Goal 1.1 Teacher Extra Duty \$27,775.20; Goal 1.3 \$7,515.29, Goal 2.2 Parent Liaison \$3,000, Goal 2.4 \$2,000 website/marquee updates
1203	1000	Counselor Extra Duty			
2100	1000	Instructional Asst.	30,087.75		Goal 4.2 \$30,087.75;
2103	1000	IA Extra Duty	800		Goal 4.1 Interpretation \$1,000
2200	2420	Library Asst.			
2203	2420	Library extra duty			
2402	2700	Clerical sub.			
2403	2700	Cler. Extra Duty			
2940	1000	Noon Duty			
3000	1000	Fringes	15,000		Goal 1.1, Goal 1.2, Goal 4.1
4200	1000	Other Books- students			
4200	3110	Other Books - counselor			
4200	2700	Other Books - Admin			
4300	1000	Supplies - Students	12,000		Goal 3.1 Awards \$4,000; Goal 3.2 Prizes (Student Store) \$5,000
4300	2420	Supplies - Library			
4300	2495	Supplies – Parent Inv.	2,000		Goal 2.1 workshops, materials, transportation, childcare, refreshments \$2,000
4300	2700	Supplies – Office			
4300	3140	Supplies-Health			
4325	1000	Technology			
4395	1000	Site Reserve 5%			
4399	1000	Unallocated funds			
4400	1000	Uncap. Equip. +\$500			
4400	2700	Uncap. Equip. +\$500			
4425	1000	Tech Equipment			
5200		Study Trips	8,000		Goal 2.3 Educational Field Trips
5200	1000	Travel / Conf. – Teachers	10,000		Goal 1.2 Professional Development, Goal 4.3 SPED PD
5200	2700	Travel/Conf. – Admin.			
5200	3110	Travel/Conf. – Counselor			
5200	1000	Travel/Conf Parents			
5610	1000	Equip. repair			
5620	1000	Serv. Agrmt			
5620	2700	Serv. Agrmt.			
5800	1000	Prof. Serv. Inst			
5860	1000	Transportation			
Total Spent			103,378		
Available Balance			0.00		

SSC Chair Signature:

Principal Signature:

Date:

Date:

References

2021-22 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	333	330	330	4.85%	22.42%	26.36%	46.36%
Male	175	172	172	2.91%	19.77%	26.16%	51.16%
Female	158	158	158	6.96%	25.32%	26.58%	41.14%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	322	319	319	4.08%	22.57%	26.33%	47.02%
Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	291	288	288	3.13%	21.53%	26.74%	48.61%
English Learners	108	107	107	0.00%	5.61%	21.50%	72.90%
Students with Disabilities	69	69	69	1.45%	7.25%	14.49%	76.81%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	22	22	22	4.55%	9.09%	22.73%	63.64%

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	333	331	331	4.23%	9.67%	24.17%	61.93%
Male	175	173	173	4.05%	11.56%	21.97%	62.43%
Female	158	158	158	4.43%	7.59%	26.58%	61.39%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	322	320	320	4.06%	9.69%	23.75%	62.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	291	289	289	3.11%	9.34%	23.18%	64.36%
English Learners	108	107	107	0.93%	1.87%	14.95%	82.24%
Students with Disabilities	69	69	69	0.00%	2.90%	11.59%	85.51%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	22	22	22	4.55%	9.09%	22.73%	63.64%

2021-22 CAASPP – Grade 7 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 7						
All Students Tested	346	336	334	7.49%	24.55%	29.64%	38.32%
Male	157	155	155	5.81%	17.42%	29.68%	47.10%
Female	189	181	179	8.94%	30.73%	29.61%	30.73%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	330	320	318	7.55%	24.84%	29.56%	38.05%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	309	300	298	8.05%	22.82%	30.20%	38.93%
English Learners	98	96	94	0.00%	6.38%	23.40%	70.21%
Students with Disabilities	51	47	47	4.26%	2.13%	21.28%	72.34%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	26	26	26	0.00%	26.92%	19.23%	53.85%

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 7						
All Students Tested	346	332	332	3.01%	9.64%	23.19%	64.16%
Male	157	152	152	4.61%	8.55%	22.37%	64.47%
Female	189	180	180	1.67%	10.56%	23.89%	63.89%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	330	316	316	3.16%	9.49%	22.78%	64.56%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	309	298	298	3.02%	8.72%	22.82%	65.44%
English Learners	98	93	93	0.00%	1.08%	11.83%	87.10%
Students with Disabilities	51	47	47	0.00%	4.26%	2.13%	93.62%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	26	26	26	3.85%	3.85%	34.62%	57.69%

2021-22 CAASPP – Grade 8 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 8						
All Students Tested	355	339	339	2.95%	20.35%	32.15%	44.54%
Male	178	173	173	1.73%	15.61%	29.48%	53.18%
Female	177	166	166	4.22%	25.30%	34.94%	35.54%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	341	327	327	3.06%	20.18%	31.80%	44.95%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	306	290	290	3.45%	18.28%	32.07%	46.21%
English Learners	97	92	92	0.00%	3.26%	23.91%	72.83%
Students with Disabilities	56	47	47	0.00%	0.00%	19.15%	80.85%
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	20	19	19	0.00%	26.32%	36.84%	36.84%

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 8						
All Students Tested	355	343	343	2.92%	7.29%	18.08%	71.71%
Male	178	176	176	3.41%	7.39%	15.34%	73.86%
Female	177	167	167	2.40%	7.19%	20.96%	69.46%
African American							
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	341	331	331	2.72%	7.25%	18.13%	71.90%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	306	294	294	2.38%	7.14%	18.03%	72.45%
English Learners	97	94	94	0.00%	1.06%	5.32%	93.62%
Students with Disabilities	56	50	50	0.00%	0.00%	2.00%	98.00%
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	20	20	20	0.00%	0.00%	35.00%	65.00%

School-Parent/Home Compact

ISBELL MIDDLE SCHOOL
School-Parent-Student Compact
2023-2024

Isbell Middle School, its students, and their parents agree on the responsibilities of each party listed below. A contract version of this compact will be distributed to parents and students separately from the Parent Involvement Policy, for each party to sign and for the school to keep on record.

School Responsibilities

- Isbell will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state academic standards.
- Isbell will involve parents in planning, reviewing, and improving school policies and programs through our School Site Council, our ELAC group and our monthly parent meetings.
- Isbell will encourage students to work hard and assist them in developing their talents.
- Isbell will provide a safe, engaging and challenging learning environment.
- Isbell will assist parents in understanding their child's academic assessments.
- Isbell will update parents periodically and in a timely manner as to the academic progress of their child.
- Isbell will provide information to parents in a language they understand.
- Isbell will invite all parents to a monthly informational meeting. School information, school planning and parent education will occur at these monthly meetings.

Parent Responsibilities

- Parents will assist their children with assignments as needed.
- Parents will encourage their children to perform well in school and put forth maximum effort.
- Parents will make sure their children attend school every day.
- Parents will read notices from school and respond appropriately.
- Parents will participate in school activities such as Back to School Night, Parent-Student-Teacher conferences and parent councils.
- Parents will review their children's report cards and academic assessment reports with them.
- Parents will encourage their children to discuss their academic and professional goals.
- Parents will attend the Parent Connect training that is offered throughout the year or meet with the counselor to acquire access to the online Parent Connect portal.
- Parents will volunteer to contribute their time and talents as needed by Isbell.

Student Responsibilities

- Students will do their best to work hard, be responsible, and cooperate with their parents, teachers, and peers.
- Students will come to school every day and attend all of their classes on time.
- Students will participate in Parent-Teacher-Student conferences and inform their families about school activities and events.
- Students will complete their class work and homework assignments on time and will ask for help when needed.
- Students will discuss their report card grades, academic assessment results and academic goals with their family.
- Students will treat their parents, school staff and volunteers, and peers with courtesy and respect.
- Students will contribute their talents and time to their family, school, and community.

Parent/Guardian Signature_____/_____/_____
Student Name (Please Print) / Student Signature / Grade

**Isbell Middle School
School, Parent and Family Engagement Policy
2023-24**

Isbell Middle School's Parent Engagement Policy, programs, and activities are consistent with the following statutory definition:

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

To promote parent engagement and implement the statutory requirement of Section 1118 of the ESEA, the school will:

- Create a parent engagement policy in collaboration with parents, make that policy available to all stakeholders, and notify parents about the policy in an understandable format and in a language that parents can understand;
- Update the policy periodically to meet changing needs;
- Work with parents to create a school-parent compact;
- Provide opportunities for the full participation of parents of English Learners, Special Education, and Migrant students;
- Involve the parents of students served in Title I in decisions about how funds reserved for parental engagement are spent;
- Build site capacity for parent leadership, collaboration, and communication;
- Provide other reasonable support for parental engagement activities as requested by parents;
- The Parent Engagement Policy will be distributed with the registration packet in the beginning of the school year and to any new student that enrolls throughout the year.
- The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- The school shall educate teachers specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Ensure that parents receive training to support distance learning.

Isbell Middle School will involve parents in the joint development, review and update of its school parental engagement policy and plan. Parents will have the opportunity to learn about, discuss, and have input into the plan at School Site council meetings, Isbell PTA meetings, the annual Title I meeting, and English Learner Advisory Committee meetings.

SPUSD prohibits discrimination, harassment, intimidation, and bullying, on the basis, of actual or perceived characteristics such as: age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, immigration status, marital status, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. Title IX is a comprehensive federal law that prohibits discrimination based on sex in any federally funded education program or activity. All programs cost are the responsibility of SPUSD. No student will be excluded from participation in an educational activity, including extracurricular and curricular activities due to the inability to donate to the program. A pupil enrolled in a school shall not be required to pay any fee, deposit, or other charge not specifically authorized by law. Any customized items are the responsibility of the participant.

For questions or concerns regarding discrimination, harassment, intimidation, bullying or sexual harassment, please contact the District's Discrimination, Equity, and Title IX Compliance Officer:

District's Discrimination, Equity, and Title IX Compliance Officer
Director of Student Support Services
201 S. Steckel Drive, Santa Paula, CA 93060
(805) 933-8836

Annual Title I Meeting

Isbell Middle School will hold an annual meeting to inform parents of the school's participation in Title I programs, and to explain the Title I requirements and the right of parents to be involved in Title I programs. The school convenes the meeting at a time convenient for parents and offers a flexible number of additional parent engagement meetings, as requested by parents. All parents of students participating in Title I program are invited to this meeting and will be encouraged to attend by:

- Making individual phone calls to reach all parents;
- Sending home letters and reminders to inform parents about time and place (all information sent home and given out at meeting is in Spanish and English);
- Providing interpretation at the meeting, so that all parents can access the information;
- Providing follow up information to parents who were unable to attend.

Title I Program and Services

Isbell Middle School will provide parents of participating students, information about the Title I program, including a description and explanation of the school's curriculum and assessments used to measure students' progress, and the proficiency levels students are expected to meet. This information will be provided to parents through:

- Annual Title I Parent meeting;
- Formal/informal conference with teachers;
- Phone and E-mail contacts;
- Report Cards;
- Back to School Night;
- School Accountability Report Card.

Isbell Middle School makes every attempt to coordinate Title I parent engagement activities with similar activities that are done through ELAC, SSC, and IMS PTA.

School Review and Improvement and Information about Student Achievement Progress

IMS will involve parents in the process of school review and improvement, giving parents the opportunity to review school wide and program achievement data and make suggestions for school improvement at School Site Council, English Learner Advisory Committee, and IMS PTA meetings. Isbell Middle School will provide each parent with information about the individual performance of their child on both classroom and state assessments through:

- Providing parents with individualized information about students during parent/teacher conferences;
- Providing parents a copy of the students' individual state assessment data;
- Providing parents a copy of the students' ELPAC results (English Learners only);
- Giving parents report cards every semester.

Flexible Number of Meetings

Isbell Middle School will offer flexible number of meetings, such meetings in either the morning or evening, and may provide (with Title 1 funds transportation, childcare, or home visits as such services relate to parent engagement):

- Holding a Back to School Night at the beginning of the school year;
- Convening with English Language Advisory Committee (ELAC) at least five times a year to establish communication and English Learner Plan. Babysitting and interpretation will be available at each meeting;
- Holding an LCAP parent forum in February to gather input about our LCAP actions and services;

Parent Feedback and Input

Isbell Middle School will provide opportunities for parents to formulate suggestions and to participate in decisions about the education of their students. The school will respond to any such suggestions through:

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals;
- Developing differentiated instruction for students as needed;
- Tailoring intervention services to meet students' needs;
- Development of IEP (special education students);
- Surveying families in English and Spanish soliciting their input and suggestions for school improvement.

School-Parent Compact

Isbell Middle School distributes, to the parents and family members of Title 1 students, a school-parent compact. The compact has been jointly developed by all stakeholders. It describes how the school and families will partner to help children achieve the challenging state academic standards. While the School-Parent Compact may include other items suggested by parents and family members, as required by Title I requirements; and it may include the following items:

- An annual review by staff and School Site Council;
- Distribution in the registration packets.

Training for Parents and Staff

Isbell Middle School will provide materials and training to help parents work with their children to improve academic achievement through activities such as:

- School Site Council and ELAC;
- IMS PTA sponsored parent activities;
- Ventura County Office of Education workshops and events;
- Training provided to parents at Annual Title I meeting.
- Training and workshops regarding online and distance learning

Isbell Middle School values contributions of parents and all stakeholders and will engage all through:

- Parent conferences
- Parent Square Communication / Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- “Coffee with the Principal” events

Isbell Middle School will, with the assistance of its parents, educate its teachers, principal, coordinator, paraprofessionals, library clerk, and other office staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents through:

- Presentations and discussion at meetings, workshops, and professional development planned by the Isbell Middle School and district
- Formal communication by administration to parents & staff
- Opportunities for parents to provide feedback to staff, Site Council, ELAC, and Title I parent meetings

Translation and Understandable Format

Isbell Middle School provides all information related to the school and parent programs, meetings, and other activities in an understandable and translatable format.

Parent Comments

If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Parent Involvement Calendar

Isbell Middle School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2023-24 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

**Isbell Middle School
Proposed Parent Engagement Events for 2023-2024**

August

- Registration Information Evening

- Parents 4 Isbell Meeting
- 8th Grade Parent Meeting

September

- Back to School Night
- Coffee with the Principal
- Car Show
- Ventura County Coastal Clean-Up Day
- English Language Advisory Committee
- School Site Council
- Parents 4 Isbell Meeting

February

- Coffee with the Principal
- Parents 4 Isbell Meeting
- Parent University

October

- Coffee with the Principal
- 1st Quarter Awards
- Parents 4 Isbell Meeting
- Parent University
- STEAM Fest

March

- Coffee with the Principal
- English Language Advisory Committee
- School Site Council
- 3rd Quarter Awards
- Parents 4 Isbell Meeting
- Family Movie Night
- Spring Showcase

November

- Coffee with the Principal
- Dia de los Muertos
- English Language Advisory Committee
- School Site Council
- Parents 4 Isbell Meeting
- Family Movie Night

April

- Golf Tournament
- Parent University
- Earth/Arbor Day
- Parents 4 Isbell Meeting
- Scholastic Book Fair

December

- Casino Night
- 2nd Quarter Awards
- Parents 4 Isbell Meeting
- Parent University
- Winter Band Concert

May

- Coffee with the Principal
- Talent Show
- School Site Council
- 8th Grade Awards Night
- 4th Quarter Awards
- Parents 4 Isbell Meeting
- Spring Band Concert

January

- English Language Advisory Committee
- School Site Council

June

- Promotion Ceremony

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **California Teacher Induction (CTI)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period.

The Ventura County Office of Education Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

Site-based Mentoring Programs:

Isbell Middle School supports teacher mentoring through classroom observation and modeling. Teachers are provided opportunities to visit other classrooms on and off campus during instructional hours to observe effective teaching strategies through the use of substitute teachers providing release time. The principal conducts classroom observation in order to provide regular feedback and coaching to all teaching staff.

Professional Development Plan

The district provides multiple staff development opportunities for all teachers both during the school year as well as during the summer. Analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended content training to adopted textbooks in both Language Arts and math and have developed unit and lesson plans based on the most appropriate strategies. Our District and site-level leadership provides onsite support with data analysis, intervention planning, instructional strategies and model lessons to support site teachers in the most appropriate grade level instructional delivery of standards-based content. Principals use frequent walk-throughs to monitor the instructional program and provide feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2023-2024 school year, Isbell Middle School's teachers will focus on the following staff development topics:

- Advancement Via Individual Determination (AVID)
- CHAMPS
- Project-Based Learning
- Grading for Equity
- School Safety Measures
- Classroom Management Strategies and Relationship Building

School Accountability Report Card



ISBELL MIDDLE SCHOOL

221 South 4th Street • Santa Paula, CA 93060 • (805) 933-8880 • Grades 6-8
Melissa Guerra, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2021-22 ACTIVITY PUBLISHED IN 2022-23

Principal's Message

Isbell Middle School is home to the Condors! We provide a safe and nurturing environment for our students and staff. It is our firm belief that all students can learn at high levels when provided with targeted instruction that meets their diverse needs. We are determined to provide our students with meaningful instructional activities that encourage creativity, divergent thinking, responsibility, problem-solving and decision-making skills. We believe that all students have the right to learn with confidence and positive self-esteem. We carry out our duties with pride and professionalism. As educators, we subscribe to the ideal of lifelong learning, and the continual growth of our students, parents and staff. We consistently look for opportunities to engage our parents and community in collaborative activities to increase student achievement, confidence and success. Throughout the pandemic, we have provided direct instruction via distance learning. Once we returned to in-person learning, we have provided targeted intervention and social emotional support to all of our students and their families.

School Mission Statement

The mission of Isbell Middle School is to engage students in an academically rigorous learning environment that promotes positive relationships and growth mindsets through collaborative communities and self-discipline, resulting in college and career readiness for our technology-rich and culturally diverse global society.

School Vision Statement

Building academic and social pathways for college and careers!

District & School Description**Santa Paula Unified School District**

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12.

The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

District Vision & Mission**Vision:**

Committed to serving every student every day.

Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

**Student Enrollment by
Student Group and Grade Level
2021-22**

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.5%	Grade 6	346
Male	49.5%	Grade 7	349
Non-Binary	0.1%	Grade 8	356
American Indian or Alaskan Native	0.3%		
Asian	0.0%		
Black or African American	0.0%		
Filipino	0.6%		
Hispanic or Latino	96.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.3%		
White	2.5%		
English Learners	34.9%		
Foster Youth	0.3%		
Homeless	6.4%		
Migrant	1.3%		
Socioeconomically Disadvantaged	84.6%		
Students with Disabilities	18.1%		
		Total Enrollment	1,051

**Santa Paula
Unified School District**
201 S. Steckel Drive
Santa Paula, CA 93060
(805) 933-8800
www.santapaulaunified.org

Board of Trustees
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EL Services & Community Engagement

Ms. Cynthia Carrillo
Executive Director
Classified Human Resources

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Professional Staff
SARC Data & Internet Access
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in December 2022.

Isbell Middle School

During the 2021-22 school year, Isbell Middle served 1,051 students in grades 6-8. Student enrollment included 34.9% qualifying for English learner support, 18.1% students identified with a disability, 84.6% enrolled in the Free or Reduced Price Meal program, 1.3% migrant, 0.3% foster youth, and 6.4% homeless youth.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
District Migrant Education Advisory Committee
Parent District Advisory Committee (PDAC)
Parents for Isbell (P4I) PTA
School Site Council

School Activities

Athletic Events
Back to School Night
Band Concerts
Design Day Town Hall Event
Dia De Los Muertos Celebration
Family Lunch
Parent Workshops
RFEF Celebration Night
Super Star Condor Student of the Month Assembly

School News

Parents stay informed on upcoming events and school activities through school marquee, letters, morning message, the school website, and ParentSquare. Contact the principal or any school office member at (805) 933-8880 for more information on how to become involved in your child's learning environment.

Student Achievement**District Benchmark Assessments**

Santa Paula Unified School District utilizes districtwide diagnostic benchmark assessments that are aligned to the Common Core State Standards. These assessments will be used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results will be used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three

California Assessment of Student Performance and Progress Test Results in Science**All Students****Percentage of Students Meeting or Exceeding the State Standards**

	IMS		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	NT	7.29	NT	14.33	28.72	29.47

Note: For any 2020-2021 data cells with NT values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)**2021-22**

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	355	343	96.82	3.38	7.29
Female	177	168	94.92	5.08	5.95
Male	178	175	98.31	1.69	8.57
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	341	331	97.07	2.93	6.95
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	94	96.91	3.09	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	307	295	96.09	3.91	5.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	50	86.29	13.71	0

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2021-22

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	1048	1019	97.23	2.77	27.53	1048	1020	97.33	2.67	12.85
Female	528	509	96.4	3.6	33.73	528	509	96.4	3.6	11.38
Male	520	510	98.08	1.92	21.37	520	511	98.27	1.73	13.89
American Indian or Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Filipino	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1005	978	97.31	2.69	27.46	1005	979	97.41	2.59	12.56
Native Hawaiian or Pacific Islander	—	—	—	—	—	—	—	—	—	—
Two or More Races	—	—	—	—	—	—	—	—	—	—
White	28	28	100	0	39.29	28	28	100	0	21.43
English Learners	311	303	97.43	2.57	4.98	311	302	97.11	2.89	2.32
Foster Youth	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—
Military	12	12	100	0	25	12	12	100	0	0
Socioeconomically Disadvantaged	920	892	96.96	3.04	25.84	920	895	97.28	2.72	11.73
Students Receiving Migrant Education Services	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	191	178	93.19	6.81	7.87	191	181	94.76	5.24	5.52

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

	Percentage of Students Meeting or Exceeding the State Standards			
	IMS		SPUSD	
	20-21	21-22	20-21	21-22
English Language Arts/Literacy	N/A	28	N/A	30
Mathematics	N/A	13	N/A	16

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

California Physical Fitness Test Results

2021-22

	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Seventh	96.0%	96.0%	96.0%	96.0%	96.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

calculate the achievement level percentages. The achievement level percentages are calculated

through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/cal.

Physical Fitness

In the spring of each year, Isbell Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

School Facilities & Safety

Isbell Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1922; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the lead custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and three evening custodians are assigned to Isbell Middle. The day custodian is responsible for:

- Cafeteria cleaning
- Classroom cleaning
- Common use area cleaning
- Lunch area setup and cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Cafeteria cleaning
- Classroom cleaning
- Event setup/tear down
- Maintain and repair items when needed
- Office area cleaning
- Restroom cleaning
- Waxing of floors (every six weeks)

Administration communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description

Year Built	1922
	Quantity
# of Permanent Classrooms	34
# of Portable Classrooms	15
# of Restrooms (student use)	4 sets
Band Room	1
Cafeteria with Stage	1
Computer Lab	1
Literacy Center	1
Multipurpose Room/Gym	1
Outdoor Covered Patio	1
Gym with Locker Rooms	1
Science Lab	2
Staff Lounge/Teacher Work Room	1
Wellness Center	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Isbell Middle in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2023.

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Isbell Middle School took place on August 18, 2022. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, throughout the day for breaks and lunch time, and at the end of day at dismissal, administration and campus security officers monitor student behavior to ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, present their state issued ID which will be run through the Raptor system in order to obtain and wear a visitor's badge. They must then return to the school office upon departure.

Classroom Environment

Discipline & Climate for Learning

Students at Isbell Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Isbell Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year by 1) Enrollment packet; 2) Student Agenda for daily reference by parents and students; 3) Presentations by administration are given to all PE classes within the first month of the fall semester; 4) A review presentation is provided to students in select PE classes within the first two weeks of the spring semester in February; 5) One assembly per quarter to celebrate those students who are doing well academically; 6) Condor cash to be spent at the student store; 7) An informal eighth grade parent meeting discussing discipline policies and requirements for eligibility to participate in activities such as Magic Mountain Day, the Promotion Ceremony, and school dance.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. Isbell Middle School specializes in academics, the "arts," and seasonal sports. Isbell Middle School students participate in AVID, Band, boys and girls basketball, cross country, wrestling, and volleyball. Before, during, and after school intervention is offered to students who need additional assistance with their school work.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 18, 2022	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External		✓		Room 26 - Replace a small section of siding that is weathered; Playground - Basketball courts need to be cracked, filled, and stripped
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1099	1080	327	30.3
Female	557	548	168	30.7
Male	542	532	159	29.9
American Indian or Alaska Native	3	3	0	0
Asian	2	1	1	100
Black or African American	1	0	0	0
Filipino	7	7	1	14.3
Hispanic or Latino	1050	1035	311	30
Native Hawaiian or Pacific Islander				
Two or More Races	4	4	2	50
White	32	30	12	40
English Learners	385	380	113	29.7
Foster Youth	4	3	2	66.7
Homeless	71	71	20	28.2
Socioeconomically Disadvantaged	965	954	288	30.2
Students Receiving Migrant Education Services	16	16	4	25
Students with Disabilities	207	201	75	37.3

Suspensions and Expulsions									
	IMS			SPUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	11.50%	0.00%	10.10%	5.66%	0.02%	3.17%	0.00%	0.20%	N/A
Expulsions	0.16%	0.00%	0.64%	0.04%	0.00%	0.07%	0.00%	0.00%	N/A

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	10.10%	0.64%
Female	6.82%	0.72%
Male	13.47%	0.55%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	10.10%	0.67%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	12.50%	0.00%
English Learners	12.21%	0.52%
Foster Youth	0.00%	0.00%
Homeless	8.45%	0.00%
Socioeconomically Disadvantaged	10.05%	0.62%
Students Receiving Migrant Education Services	6.25%	0.00%
Students with Disabilities	13.53%	0.97%

Honors Classes

Students who qualify academically can enroll in Honors classes at Isbell Middle School. Each year the school holds an Honors Information Night that both students and parents are invited to attend.

Student Recognition Programs

Isbell Middle School recognizes students for their achievement through certificates, ribbons, prizes, and various other awards given to students at assemblies and special presentations throughout the school year. Isbell Middle School has a staff whose members adhere to a tradition of motivating students throughout the year with classroom incentives such as specific verbal praise, tangible rewards, and certificates; however, official, schoolwide recognition of student achievement is carried out at the annual Awards Night held in early June. In addition, we award 12 students "student of the month" every month with a small award ceremony inviting parents to take part in the celebration.

Class Size Distribution

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2019-20			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	25.0	13	23	4
Math	23.0	16	19	3
Science	26.0	7	23	4
Social Science	27.0	6	21	5
2020-21	Average Class Size	Number of Classes*		
		1-22	23-32	33+
		1-22	23-32	33+
		1-22	23-32	33+
English	21.0	11	11	
Math	25.0	1	13	
Science	19.0	11	11	
Social Science	26.0		13	
2021-22	Average Class Size	Number of Classes*		
		1-22	23-32	33+
		1-22	23-32	33+
		1-22	23-32	33+
English	26.0	6	18	4
Math	24.0	6	22	1
Science	24.0	7	22	2
Social Science	26.0	5	20	3

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Isbell Middle School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c) (1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2021-22 staff development on early release days and at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- CLU CLRP Program
- Social Emotional Learning

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2020-21	0 days
<ul style="list-style-type: none"> • CALLI • Edgenuity Training • Freckle - ELA and Math • iLit Training • Learning Management Platforms (Google Enterprise) 	
2021-22	0 days
<ul style="list-style-type: none"> •Freckle Q&A •NGSS Adoption •English Language Development •MDTP Overview •GMM Overview •CPM Teacher Support Training 	
2022-23	0 days
<ul style="list-style-type: none"> • CORE Learning - Literacy Services • CGI Math - Teacher Learning Center • Report Card Entry Training for Q • EL Shadowing 	

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment and ergonomics.

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being aligned to the California State Standards. Instructional materials are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On August 24, 2022, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2022-23-02 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%

textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2022-2023 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Due to the school closures in March of 2020 and the ongoing pandemic, the District did not pilot and adopt new Science Curriculum for grades 6-8. For the 2020-2021 school year, the District purchased supplemental materials in Science for grades 6-8 to support the transition to new California Standards through Distance Learning. Santa Paula Unified School District is currently in the middle of an adoption process during this 2021-2022 school year. Grades 6-8 piloted Discovery Education science material in Fall 2021 and McGraw Hill in Spring 2022. SPUSD plans to make a decision and recommendation to the board in Spring of 2022.

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books to all students as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. Isbell Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education

Special Education students are mainstreamed into the general education classroom as appropriate based upon their IEP (Individual Education Plan). Each student is assigned a case manager to oversee the implementation of the IEP. Special Education includes a continuum of services to be provided to each student in the least restrictive learning environment. The special education program ensures that students with disabilities have access to core curriculum and educational opportunities in light of their individual unique needs.

English Language Learners

Isbell Middle School provides students identified as English Language Learners (EL) with a period of English Language Development (ELD) instruction as well as providing integrated ELD in all other content courses. All teachers have either a CLAD or BCLAD credential or certificate.

At Risk Interventions

Isbell Middle School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by offering before, during, and after school intervention classes, the migrant education program, and the ASPIRE (After School Program for Instruction, Reading & Enrichment) program.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	0.2	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0.2	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.9	
Local Assignment Options	0	
Total Out-of-Field Teachers	0.9	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.3	93.9	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0.2	0.61	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-Field" under ESSA)	0.9	2.1	3.2	1.4	12115.8	4.41
Unknown	1.5	3.34	10.2	4.47	18854.3	6.86
Total Teaching Positions	47.2	100	229.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-Field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Professional Staff

Support Services Staff

Isbell Middle provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Isbell Middle's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	3	3.0
Counselor	3	3.0
District Mental Health Counselor	As needed	
Health Clerk	1	1.0
Library Clerk	1	1.0
Nurse	1	1.0
Occupational Therapist	As needed	
Psychologist	2	2.0
Speech Therapist	1	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credentials

The charts below identify the number of teachers at Isbell Middle School, Santa Paula Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Isbell Middle School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: Data for the Teacher Preparation and Credentials charts will not be available until after February 1st per California Department of Education guidance. These charts will be updated once data is available.

District Expenditures**Salary & Budget Comparison**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2020-21		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,686	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data**DataQuest**

DataQuest is an online data tool located at <https://dq.cde.ca.gov/dataquest/> that contains additional information about Isbell Middle School and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschoolsdashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	IMS	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,990	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,809	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,181	7,630	94.1%	0	#DIV/0!
Average Teacher Salary	82,852	81,573	N/A	0	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

School Site Council Bylaws

**ISELL MIDDLE SCHOOL
SCHOOL SITE COUNCIL****2022-2023 BY-LAWS****ARTICLE 1: Duties of School Site Council**

The school site council of Isbell Middle School, hereinafter referred to as the school site council (Isbell SSC), shall carry out the following duties:

- School Site Council members must have knowledge of, review, and monitor the following:
 - Student achievement data (STAR, API scores, reading and math benchmark assessment results, attendance and suspension rates).
 - The implementation of the various components of the Single Plan for Student Achievement (SPSA).
 - Categorical budget expenditures
 - Review the effectiveness of the SPSA strategies and make modifications as needed
 - Board policies
 - State and Federal requirements
 - The core instructional program

ARTICLE II: Members**Section A: Composition**

The Isbell Middle School Site Council shall be composed of 12 members, selected by their peers, as follows:

- 4 Classroom Teachers
- 1 Other School Staff Member
- 3 Parents
- 3 Students
- The principal

Section B: Term of Office

Isbell Middle School Site Council members shall be elected for two year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years (parents), and the remaining number elected during even years. At the first regular meeting of the Isbell Middle School Site Council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the Isbell SSC. Absentee Ballots shall not be permitted.

Section D: Termination of Membership

The Isbell Middle School SSSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member with just cause. Any elected member may terminate his or her membership by submitting a written letter of resignation to the Isbell SSC chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurred during the term of a duly elected member shall be filled by the person from each group's election results with the highest amount of votes, or who has been identified by the group as the alternate.

ARTICLE III: OFFICERS**Section A: Officers**

The officers of the Isbell SSC shall be a chairperson, vice-chairperson, secretary, and parliamentarian.

The Chairperson Shall:

- Preside at all meetings of the Isbell SSC
- Sign all letters, reports and other communications of the Isbell SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the Isbell SSC
- Shall, in collaboration with Isbell Principal prepare and see to the distribution of all Isbell SSC Agendas, minutes, etc...

The Vice-Chairperson shall:

- Serve in the absence of the chairperson

The Secretary Shall:

- Keep minutes of all regular and special meetings of the Isbell SSC
- Transmit true and correct copies of the minutes of such meetings to members of the Isbell SSC and to the Santa Paula Unified School District LEA
- Provide all notices in accordance with these bylaws
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairperson of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first meeting of the Isbell SSC after the holding of the elections and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members with just cause.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the Isbell SSC, for the remaining portion of the term of office.

ARTICLE IV: COMMITTEES**Section A: Subcommittees**

The Isbell SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the Isbell SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the Isbell SSC.

ARTICLE V: MEETINGS OF THE ISBELL SCHOOL SITE COUNCIL**Section A: Meetings**

The Isbell SSC shall meet regularly as determined by a vote of the Isbell SSC at the previous meeting. Special meetings of the Isbell SSC may be called by the chairperson in collaboration with the Isbell principal.

Section B: Place of Meetings

The Isbell SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the Isbell SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: Isbell Office Bulletin Board and on the Isbell website.

All required notices shall be delivered to SSC and committee members no less than 72 hours, and no more than 7 days in advance of the meeting, personally, or by phone message, or by mail (or by e-mail).

Section D: Quorum

The act of majority of the members present shall be the act of the Isbell SSC, provided a quorum is in attendance and the item to be voted upon was on the meeting's Agenda and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum (51%).

Section E: Conduct of Meetings

Meetings of the Isbell SSC shall be conducted in accordance with the rules of order established by Education Code Section 3147(c), and with Robert's Rules of Order or an adaptation thereof approved by the Isbell SSC.

Section F: Meetings Open to the Public

All meetings of the Isbell SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VI: AMENDMENTS

An amendment of these bylaws may be made at any regular meeting of the Isbell SSC by a vote of two-thirds of the members present, as long as Article VI, Section D above also occurred. Written notice of the proposed amendment must be submitted to Isbell SSC members at least 10 days prior to the meeting at which the amendment is to be considered for adoption.