

Santa Paula Unified School District

School Plan for Student Achievement



Isbell Middle School

Academy of College and Careers

56 76828 6055594

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Revised June 2024

Fiscal Year 2024-2025

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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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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

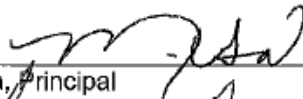
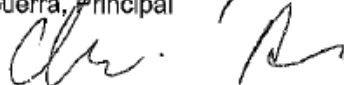
Signature of Authorized Representative

 (Victoria Carrillo-Martinez)

- 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: 5/23/24

Attested:

Melissa Guerra, Principal

SSC Chairperson

Date

5/23/24

Date

5/23/24

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			
Chris Rini		X			
Noemi Rodriguez			X		
Talitha Bustamante				X	
Maria Bedolla				X	
Xochitl Gomez				X	
Jhoseline Gutierrez Arevalo					X
Viviana Lopez					X
Duke Matthews					X
Number of members in each category	1	4	1	3	3

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				
Noemi Rodriguez			X		
Clara Angulo Rauda				X	
Victoria Carrillo Martinez				X	
Rodolfo Carrillo Martinez				X	
Maria Bedolla				X	
Gladis Meza				X	
Juana Zamora				X	
Xochitl Gomez				X	
Elva Zamora				X	
Number of members in each category	1		1	8	

(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



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 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.

STATE PRIORITIES: ① Basic Services or Basic Conditions at Schools ② Implementation of State Academic Standards ③ Parent Engagement ④ Student Achievement ⑤ Student Engagement ⑥ School climate ⑦ Access to a Broad Course of Study ⑧ Outcomes in a Broad Course of Study

GOAL 1 The Santa Paula Unified School district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in Metrics in Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Curriculum Coordinators
- P1d TK/K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Program
- P1g LAT – Language Appraisal Program
- P1h Newcome Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips/University Standards Aligned
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

GOAL 2 The Santa Paula unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidenced-based high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in Metrics in Goal 2. The district will focus on equity and closing achievement gaps, for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Reading Intervention Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Footsteps 2 Brilliance
- P2e Amplify | Dibels

GOAL 3

Student Engagement: Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways.

Parental Involvement: The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.

School Climate: The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that addresses student’s academic, social emotional, and mental needs.

- P3a Support Educational Outcomes
- P3b STEAM TOSA(5)
- P3c Mentoring Program
- P3d Restorative Justice/PBS
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g School Psychologists
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS

GOAL 4 The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recurring and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous and standards-aligned curriculum and regularly assessing and addressing disparities in educational resources and opportunities.

- P4a Staff Smaller Class Size
- P4b Technology
- P4c Technology Infrastructure
- P4d Computer Tech Staff
- P4e Prep Periods at IMS
- P4f Retain ADM Support
- P4g Retain Athletic Trainer
- P4h Athletic Transportation
- P4i Athletic Director
- P4j Office Assistant Support
- P4k Childcare/Interpretation
- P4l District Safety
- P4m Safety Measures
- P4n Custodial Staff
- P4o Deferred Maintenance
- P4p Health Service Specialist
- P4q Improve Financial Literacy

GOAL 5 With the collaboration of the Staff, Parents, and Students, Renaissance High School will increase the schools’ student stability rate to 80%.

- P5a Implement a Multi-tiered System of Supports

School Information

School Profile

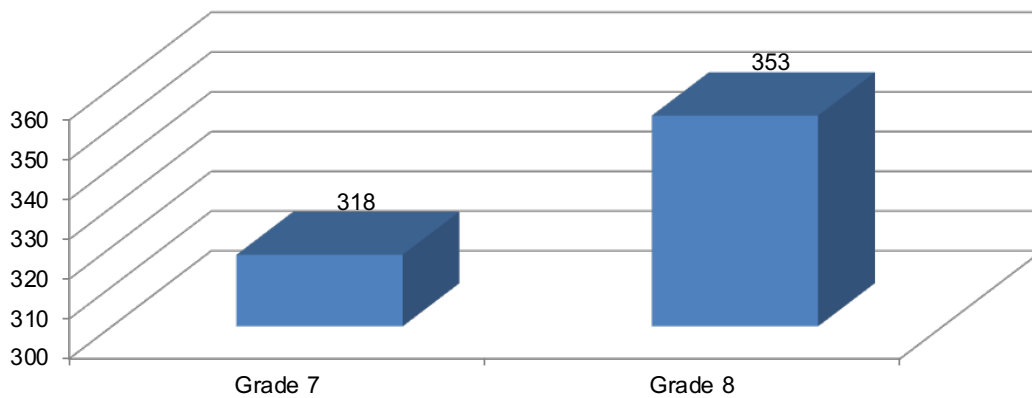
Isbell Middle School is located in the city of Santa Paula and serves students in grades seven through eight (as of the 2023-24 school year), and is the only middle school in the district. In the 2023-24 school year, 671 students were enrolled, including 20.3% qualifying for English Language Learner support, 86% qualifying for free or reduced price lunch, 21.3% special education, 1.3% migrant, 7.5% 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.

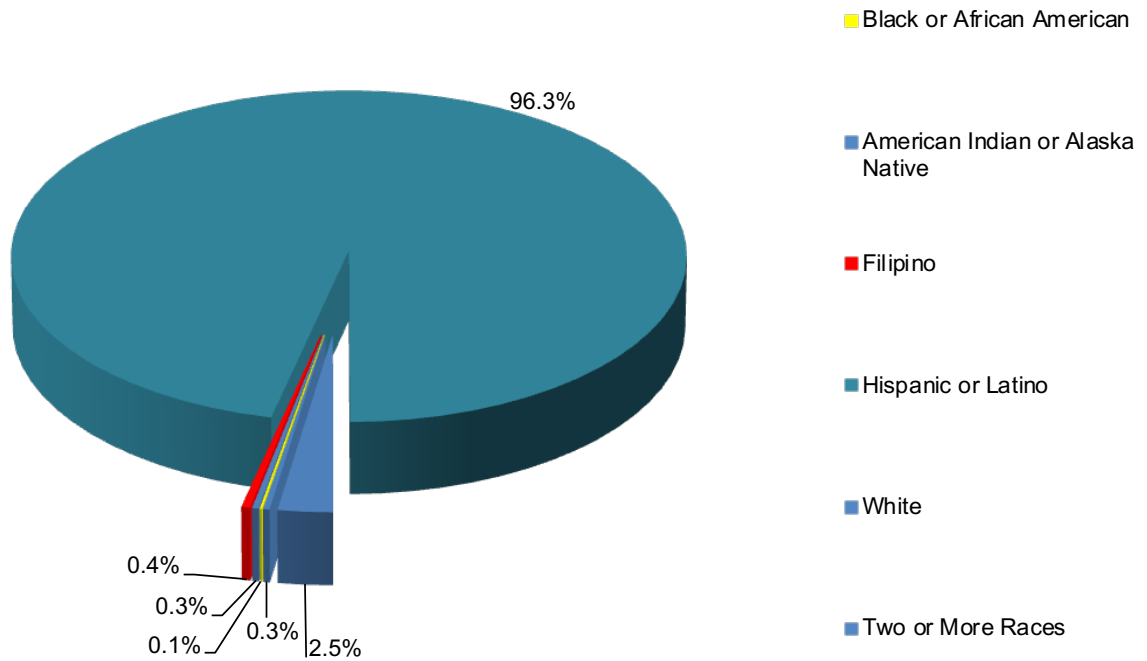
Student Enrollment by Grade

Source: Data Quest 2023-24



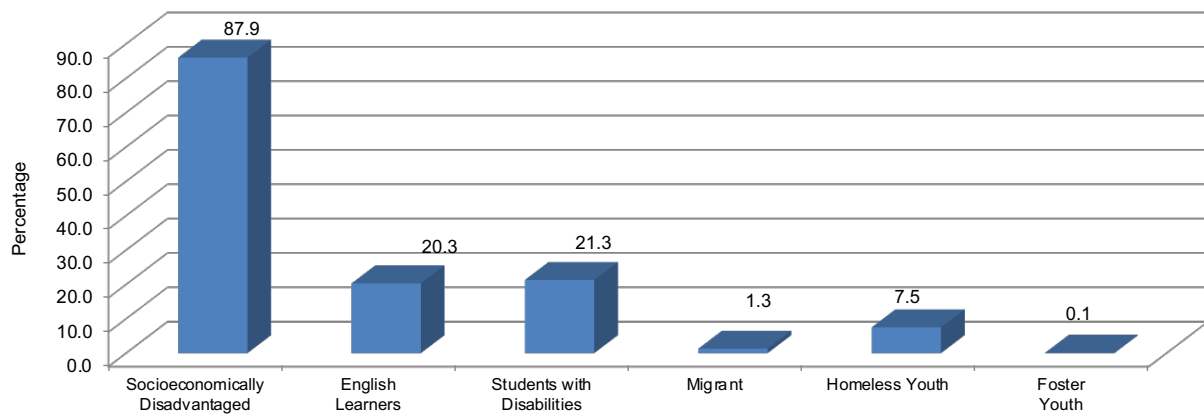
Student Enrollment by Ethnicity

Source: Data Quest 2023-24



Student Enrollment by Subgroup

Data Source: Data Quest 2023-24



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 2024-25 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	5/23/2024	

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	9/14/23, 11/2/23, 1/17/24, 3/20/24, 5/23/24
School Site Council	10/12/23, 12/14/23, 2/27/24, 4/18/24, 5/23/24
Site Leadership Team	8/14/23, 9/19/23, 10/16/23, 11/14/23, 1/11/24, 3/5/24, 4/11/24, 5/6/24
Staff Meeting	8/7/23, 9/11/23, 10/9/23, 11/13/23, 12/11/23, 1/29/24, 3/4/24, 4/15/24, 5/13/24

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)**

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase number of students proficient in Language Arts and Math by providing access to high-quality instruction and high-yield instructional strategies.

Identified Need:

This goal aligns with the proposed LCAP Goal #2 for the new LCAP 3-year cycle: “The Santa Paula Unified School District will ensure all students achieve grade-level proficiency in literacy 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 2024-2025 school year. There will be a continued 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) done both in the core classes and in the Advisory period.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 7 th grade data	24.01% Met or Exceeded	29% Met or Exceeded
CAASPP ELA 8 th grade data	21.77% Met or Exceeded	27% Met or Exceeded
CAASPP Math 7 th grade data	13.37% Met or Exceeded	26% Met or Exceeded
CAASPP Math 8 th grade data	9.47% Met or Exceeded	25% Met or Exceeded
STAR Reading Scores	None	Establish a 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 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)
\$24,037.09 salary, \$7,179.91 fringes - Certificated extra duty hours for intervention teachers	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)
\$2,000 – Professional development for certificated and/or classified staff (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

Data chat meetings dedicated to reviewing assessment data and planning intervention strategies for struggling students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,850 salary, \$1,150 fringes for substitute teachers for release time (includes fringes), or extra duty hours for teachers.	Title I

Annual Review:

SPSA Year Reviewed: 2023-2024

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.

Strategy/Activity 1: After School and Saturday School Intervention attendance rates increased during the 2023-2024 school year based on anecdotal data. A Google form tracked attendance through the end of February, but was not consistently used during the fourth quarter of the school year. Saturday Schools during the second half of the school year had consistent attendance of 165 students or more, which is 25% of the student population. Subsequently, student grades increased in the area of tutoring as evidenced by report card data. For the 3rd Quarter grading period, 58.2% of students earned honor roll status with a 3.0 or above grade point average. Saturday School attendance also allowed for recaptured average daily attendance. Strategy/Activity 2: Professional development was provided for certificated and classified staff (instructional assistants). Strategy/Activity 3: This is the first year implementing the ILT in an effort to review assessment data and plan intervention strategies for struggling students.

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 between the intended implementation; however, budgeted expenditures for this goal significantly increased. In the second semester of the school year, the site was notified of an increase to its allocation for the year. Due to this increase, Strategy/Activity 4 was created to expand and diversify the literary options and other materials in the school library. \$15,000 was allocated for this expenditure.

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.

There will be no anticipated notable changes to this goal. Strategy/Activity 4 will not be present in the 2024-2025 plan.

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 20
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	All grade levels will take at least one study trip to a college.	All grade levels will take at least one study trip to a college.
Annual Parent Survey	90% of parents who completed the survey stated that parent communication is good, very good or excellent, which is a 33% increase. The goal was a 20% increase.	Maintain a 90% approval rating.

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 2024, 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. Parent Universities will be incorporated into other events, such as Back to School Night, Coffee with the Principal, and other well-attended events in an effort to increase participation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,795 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, support parents of students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,310 salary, \$690 fringes for certificated extra duty to make phone calls, conduct workshops and attend meetings.	Title I and Community Schools Grant

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)
\$6,000 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)
\$1,101 salary, \$299 fringes – Extra duty for certificated staff members	Title I

Annual Review:

SPSA Year Reviewed: 2023-2024

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.

Strategy/Activity 1: A parent needs assessment was not officially conducted; however, parents were informally surveyed at Back to School Night, Coffee with the Principal and English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings. It will be a goal on the fall of 2024 to inform our practice with regard to Parent University offerings and other workshop/parent education opportunities through an official survey sent out via Parent Square. This year, we offered six parent workshops that focused on drug awareness and vaping, attendance, academics, mental health, college and careers, and social media/online safety. Strategy/Activity 2: Staff supported the communication efforts, planning, and parent engagement as outlined for the activities in Strategy 1. Strategy 3: All students were invited to attend a college/university field trip this year. The 7th grade trips were paid for using LCAP funds while Title I supported the 8th grade trips. The environmental science and special education science classes were also able to visit Santa Rosa island for four days. Various other smaller field trips that support college and careers were also provided for students. Strategy 4: Staff regularly update our social media platforms and marquee with relevant information for the school community.

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

Early in the spring semester, Isbell was notified that there was a significant increase to the site Title I budget for the remainder of the school year. Due to this information, the School Site Council agreed to allocate additional funding to Strategy/Activity 3 by almost \$20,000. The School Site Council also added Strategy/Activity 5, which was to host a Challenge Day for students. The cost for this event was \$8,000.

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 an effort to increase parent participation for Strategy/Activity 1, Parent Universities will not be held as stand-alone events, but incorporated into other well-attended school events such as Back to School Night, Coffee with the Principal, and possibly student award celebrations. We did not meet our goal of offering eight opportunities, however, the stakeholders indicated the offerings were sufficient. We also did not meet the goal of offering two AVID parent meetings, and will address this with the AVID Site Team moving forward to determine if this is an avenue they feel is beneficial to students and parents. Study trips and Parent Square Communications goals were both met, and there was professional development specific to Parent Square communications offered to certificated staff during one of the Monday professional development opportunities during the school year. The annual parent survey was also sent out and data was compared between the 2022-2023 and 2023-2024 school years. This information was shared with staff, and taken into consideration in the planning for the 2024-2025 school year.

Goal 3:

Increase 8th grade promotion rates, continue to 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	20.2 chronically absent (22-23)	Reduce Chronically Absent rate to less than 10%
California Data Dashboard	9.2% Suspension Rate (22-23)	Reduce Suspension Rate to less than 5%
Student Overall Grades	58-67% of students earned honor roll status (3.0 or above) in quarters 1, 2, and 3.	Increase this percentage to above 70%.

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, assemblies, events to recognize and support students who are showing success academically and behaviorally.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500 (Assemblies, rallies, 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)
\$3,500	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

Professional Development for certificated and classified staff to help educators support students in a more trauma-responsive way, including fostering a trauma-sensitive classroom environment, de-escalating disruptive incidents, and fostering trauma responsiveness throughout the school community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000	Title I

Annual Review:

SPSA Year Reviewed: 2023-2024

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 concerted effort was made to improve the culture of the school in the 2023-2024 school year. Our goal was to reduce chronic absenteeism to less than 10%, which was not accomplished; however, chronic absenteeism decreased from 30.3% to 20.2%, which was a significant improvement. We will continue to further attempt to improve school attendance. Per the CA Data Dashboard, the suspension rate also declined by 0.9%. At every quarter grading period, students who earned honor roll status were provided with a Super Star Card inclusive of various incentives and Condor Cash, and an honor roll bumper sticker. For the first three quarters of the school year, 58-67% of students earned honor roll status, which is a 3.0 and above. Students earning Condor Cash were able to turn their cash in for ice cream/snow cones or at the Student Store where they could purchase treats and trinkets.

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 between the intended implementation and/or budgeted expenditures.

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.

Strategy/Activity 3 is an addition to this goal for the 2024-2025 school year. The goal is to further increase the promotion rates, reduce the suspension/expulsion rate through restorative practices, a focus on trauma-informed practices, and through incentivization.

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. Because this number was so large, there were not as many students who met reclassification criteria in the 2023-2024 school year. There were a total of 22 students who reclassified.	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. In the 2023-2024 school year, 38.9% did not meet all IEP goals. A total of 61.1% did.	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)
\$385 salary, \$115 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)
\$22,330 salary, \$6,670 fringes - Bilingual Instructional Aide	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)	Title I

Annual Review:

SPSA Year Reviewed: 2023-2024

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.

Strategy/Activity 1: Interpreters were provided for all meetings. Strategy/Activity 2: A bilingual instructional aide was hired to support newcomers in ELD 1/2 and their cohort in the core classes. Students reported feeling supported in their core content areas academically and social emotionally. Strategy/Activity 3: Two special education instructional aides were sent to the CSEA Paraeducator Conference. Both aides reported receiving valuable information and training to support their work in the classroom.

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

The bilingual instructional aide was hired a few months into the school year so expenditures for that strategy/activity were decreased. There were no other major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes will be made for the 2024-2025 school year.

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 2023-24 Carryover	\$0.00
Title I 2024-25 Allocation (includes \$1,795 parent engagement)	\$90,912.00

Subtotal of additional federal funds included for this school: **\$90,912.00**

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: **\$90,912.00**

Title I Allocations – 2024-25

		Resource	Title I	Carry Over	Remarks
		Allocation: 24-25	\$90,912.00		
OBJ.	Function	DESCRIPTION			
1102	1000	Substitutes			Goals 1.2, 1.3
1103	1000	Tchr. Extra Duty	31988.09		Goals 1.1, 1.3, 2.2, 2.4
1203	1000	Counselor Extra Duty			
2100	1000	Instructional Asst.	22330		Goal 4.2
2103	1000	IA Extra Duty	385		Goal 4.1
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	15,414		Goals 1.1, 1.3, 2.2, 2.4, 4.1, 4.2
4200	1000	Other Books- students			
4200	3110	Other Books - counselor			
4200	2700	Other Books - Admin			
4300	1000	Supplies - Students	5000		Goals 3.1, 3.2
4300	2420	Supplies - Library			
4300	2495	Supplies – Parent Inv.	1795		Goal 2.1
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	6,000		Goal 2.3
5200	1000	Travel / Conf. – Teachers	2000		Goal 4.3
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	6000		Goal 1.2, 3.3
5860	1000	Transportation			
Total Spent			90,912		
Available Balance			0.00		
SSC Chair Signature:			Date:		5/23/24
Principal Signature:			Date:		5/23/24

References

2022-23 CAASPP – Grade7 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy 2022-23						
	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	337	329	329	4.56%	19.45%	27.36%	48.63%
Male	178	174	174	4.02%	16.09%	27.01%	52.87%
Female	159	155	155	5.16%	23.23%	27.74%	43.87%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	324	317	317	4.10%	19.24%	27.13%	49.53%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	282	275	275	3.64%	19.65%	28.00%	48.73%
English Learners	71	69	69	0.00%	1.45%	23.19%	75.36%
Students with Disabilities	68	65	65	3.08%	1.54%	24.62%	70.77%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	23	23	23	4.35%	13.04%	26.09%	56.52%

	Mathematics 2022-23						
	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	337	329	329	3.34%	10.03%	23.71%	62.92%
Male	178	173	173	2.31%	9.83%	26.01%	61.85%
Female	159	156	156	4.49%	10.26%	21.15%	64.10%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	324	317	317	3.15%	9.78%	23.34%	63.72%
Hawaiian or Pacific Islander							
White (not Hispanic)	9	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	282	275	275	2.91%	9.09%	23.27%	64.73%
English Learners	71	68	68	0.00%	1.47%	13.24%	85.29%
Students with Disabilities	68	66	66	0.00%	3.03%	12.12%	84.85%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	23	23	23	0.00%	17.39%	8.70%	73.91%

2022-23 CAASPP – Grade 8 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	345	340	340	5.59%	16.18%	21.18%	57.06%
Male	158	156	156	3.85%	10.26%	19.87%	66.03%
Female	187	184	184	7.07%	21.20%	22.28%	49.46%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	333	328	328	5.49%	16.16%	21.34%	57.01%
Hawaiian or Pacific Islander							
White (not Hispanic)	6	6	6	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	280	276	276	4.71%	15.94%	20.65%	58.70%
English Learners	68	67	67	0.00%	0.00%	10.45%	89.55%
Students with Disabilities	45	44	44	2.27%	2.27%	15.91%	79.55%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	12	12	12	8.33%	8.33%	8.33%	75.00%

	Mathematics						
	2022-23						
	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	345	339	338	2.37%	7.10%	23.67%	66.86%
Male	158	155	154	2.60%	8.44%	21.43%	67.53%
Female	187	184	184	2.17%	5.98%	25.54%	66.30%
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	333	327	326	2.45%	7.06%	23.62%	66.87%
Hawaiian or Pacific Islander							
White (not Hispanic)	6	6	6	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	280	275	274	2.19%	6.93%	21.90%	68.98%
English Learners	68	67	67	0.00%	1.49%	8.96%	89.55%
Students with Disabilities	45	44	44	0.00%	6.82%	11.36%	81.82%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	12	12	12	8.33%	0.00%	16.67%	75.00%

School-Parent/Home Compact

ISBELL MIDDLE SCHOOL
“Isbell Academy of College and Careers”
School-Parent-Student Compact
2024-2025

Isbell Middle School, also known as the Isbell Academy of College and Careers, 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/Guardian Responsibilities

- Parents/Guardians will assist their student with assignments as needed.
- Parents/Guardians will encourage their student to perform well in school and put forth maximum effort.
- Parents/Guardians will make sure their student attend school every day.
- Parents/Guardians will read notices from school and respond appropriately.
- Parents/Guardians will participate in school activities such as Back to School Night, Parent-Student-Teacher conferences and parent councils.
- Parents/Guardians will review their student's report cards and academic assessment reports with them.
- Parents/Guardians will encourage their student to discuss their academic and professional goals.
- Parents/Guardians 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/Guardians 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
Family Engagement Policy**

Isbell Middle School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents, family members and guardians. *Isbell Middle School* invites parents to provide input during parent committees such as SSC and ELAC, during parent conferences or SCIP meetings, and school parent surveys distributed at least annually. It has distributed the policy to parents and family members of Title I students. The policy is distributed at the beginning of each school year through registration packets and to any students who enroll after that date during the school year. It is reviewed at the Annual Title I Parent Meeting. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c)-(g) inclusive].

I. Engagement of Parents in the Title I Program

To involve parents and family members in the Title I program at Isbell Middle School, the following practices have been established:

- a. The school convenes an annual meeting to inform parents and family members of their school's participation in the Title I program and to explain the requirements and the right of the parents and family members to be involved. (20 USC 6318(c)(1))
 - *Communicate with parents our classroom policies and procedures and invite parent classroom helpers at Back-to-School Night at the beginning of the school year.*
 - *Invite parents to discuss school concerns when on campus for SSC, ELAC, Coffees with the Principal, Parent Trainings, and when concerns arise.*
 - *All parent meetings will have Spanish translations of materials and available and will be conducted in both English and Spanish.*
- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2))
 - *We will hold a Back-to-School Night at the beginning of the school year. Each class will present information in English and Spanish.*
 - *Convene with English Language Advisory Committee (ELAC) at least three times a year to establish communication and English Language Learner Plan. Childcare and interpreting are available at each meeting.*
 - *Invite parents to Parents for Isbell meetings at least three times a year for the purpose of parental involvement and input.*
- c. The school involves parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318(c)(3))
 - *We will revise our School Parental Involvement Policy annually with input from SSC, ELAC and parents who attend Coffees with the Principal.*
 - *A survey will be sent home to every family in English and Spanish soliciting their input and suggestions for school improvement.*
- d. The school provides parents of participating students with the following:
 1. Timely information about the Title I program. (20 USC 6318(c)(4)(A))
 - *Annual Title I meeting.*
 - *Parent Committee meetings such as ELAC and SSC.*

- *School Accountability Report Card*
 - *Coffee with the Principal meetings quarterly.*
2. An explanation of the curriculum in use at the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318(c)(4)(B))
- *Coffee with the Principal meetings*
 - *Parent Teacher Conferences/Meetings*
 - *ELAC, SSC meetings*
 - *School Accountability Report Card*
3. If requested by parents, the school provides opportunities for regular meetings that allow parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. (20 USC 6318(c)(4)(C))
- *ELAC Meetings*
 - *School Site Council Meetings*
 - *Parent trainings*
 - *Coffee with the Principal Meetings*

II. School-Parent Compact

Isbell Middle School distributes to parents and family members of Title 1 students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes a specific ways the school and families will partner to help children achieve the challenging State academic standards. [20 USC 6316(d)] The separate school-parent compact addresses the following legally required items, and may include other items suggested by parents and family members of Title 1 students.

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. [20 USC 6316(d)(1)]
- The ways parents will be responsible for supporting their children's learning. [20USC 6316(d)(1)]
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; opportunities to observe classroom activities; and regular two-way meaningful communication between family members and school staff in a language that family members can understand. (20 USC 6316(d)(2)(A)-(D) inclusive)
 - *Compacts are reviewed/updated annually by staff and School Site Council*
 - *Compacts are distributed in Registration Packets and at the time of registration for new students*

III. Building Capacity for Involvement

Isbell Middle School engages Title 1 parents and family members in meaningful interactions with the school. It supports a partnership among the school, parents, and the

community to improve student academic achievement. To help reach these goals, the school has established the following practices:

a) The school provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, State and local assessments, Reclassification, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))

- *Presentations at parent meetings- ELAC, SSC and Coffee with the Principal meetings*
- *Family Nights focused on Literacy, Math, STEM*

b) The school provides parents with materials and training to help them work with their children to improve their children's achievement. (20 USC 6318(e)(2))

- *Family Nights*
- *ELAC meetings*
- *Parent Teacher Conferences*

c) With the assistance of Title 1 parents and families, the school educates staff members about the value of parent contributions, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parents and families and the school. (20 USC 6318(e)(3))

- *Staff Meetings*
- *Professional Collaboration Time*
- *ELAC, PTO and SSC meetings*
- *Information for staff about working with parents*

d) The school, to the extent feasible and appropriate, will coordinate and integrate the parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent access to the school library and and parent education classes to encourage and support parents in more fully participating in the education of their children. (20 USC 6318(e)(4))

- *School library available to parents for book check out and access to computers*
- *Parent Education classes*

e) The school ensures that information related to school and parent programs, meetings, and other activities to parents and family members is sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318(e)(5))

Parent Meetings are presented in both English and Spanish. Interpreters are provided for IEPs, meetings, trainings, Back-to-School Night and parent-teacher conferences.

f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318(e)(14))

- *Flexible Meeting Times*
- *Suggestions from SSC and ELAC*

IV. Accessibility

Isbell Middle School, to the extent practicable, provides opportunities for the informed participation of all parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. Information and school reports, to the extent practicable, are provided in a format and language that parents and family members can understand. (20 USC 6318(f))

- *Spanish translators*
- *All school office communications are provided in English and Spanish*
- *Student Report Cards are provided in English and Spanish*
- *Bilingual assistance for parents for registration, health or other situations*
- *Bilingual office staff and health assistant*
- *Flexible meeting times with school staff-before, during or after school*
- *ADA accessible campus*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of Title I children.*

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 2024-25 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 2024-2025

August

- Registration Information Evening

September

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

October

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

November

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

December

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

January

- English Language Advisory Committee
- Parents 4 Isbell Meeting
- 8th Grade Parent Meeting

February

- Coffee with the Principal
- Parents 4 Isbell Meeting
- Parent University
- School Site Council

March

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

April

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

May

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

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 2024-25 school year, Isbell Middle School's teachers will focus on the following staff development topics:

- School Safety Topics
- AVID Strategies
- Trauma Informed Skills for Educators (TISE)
- Project Based Learning
- Data Analysis
- Teacher Led Workshops
 - Artificial Intelligence Resources in Education
 - Special Education in the General Education Setting
 - Social Emotional Learning

School Accountability Report Card



ISBELL MIDDLE SCHOOL

ACADEMY OF COLLEGE AND CAREERS

221 South 4th Street • Santa Paula, CA 93060 • (805) 933-8880 • Grades 7-8
Melissa Guerra, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2022-23 ACTIVITY PUBLISHED IN 2023-24

Principal's Message

At Isbell Middle School, also known as The Isbell Academy of College and Careers, we are dedicated to providing an exceptional education with a strong focus on college and career readiness. We pride ourselves on fostering an environment where every student is empowered to achieve their highest potential and is prepared for a successful future in high school and beyond.

Our commitment to college and career readiness begins with a rigorous academic program that is designed to challenge and inspire our students. We offer a diverse range of courses and extracurricular activities that not only cater to individual learning styles and interests, but also align with the demands of the modern job market and higher education. Our dedicated faculty and staff work tirelessly to deliver high-quality instruction that equips students with the skills, knowledge, and critical thinking abilities necessary for success in an ever-evolving world.

Project-based learning is a key component of our educational approach. It allows students to delve into real-world challenges, encouraging critical thinking, problem-solving, and collaboration. These experiences are designed to mirror the complexities of future careers and instill an entrepreneurial spirit, providing a solid foundation for success in the rapidly evolving job market.

We firmly believe that a collaborative partnership between parents, teachers, and students is essential for academic growth and achievement. We encourage active involvement through regular communication, parent-teacher conferences, workshops, and informational sessions. Our parents play a vital role in supporting their student's education journey, and we greatly appreciate their dedication and involvement.

We view middle school as a pivotal stepping stone on the pathway to higher education and fulfilling careers. Our rigorous academic programs with a focus on college and careers, project-based learning initiatives, and active engagement with parents and the community all play a vital role in preparing our students for the next phase of their academic journey.

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 2022-23 school year, the District served 4,853 students in grades TK-12. The demographic composition of the student body included 17.5% students identified with a disability, 34.1% qualifying for English learner support, 77.9% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% homeless youth.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.1%	Grade 6	319
Male	50.9%	Grade 7	340
Non-Binary	0.0%	Grade 8	351
American Indian or Alaskan Native	0.4%		
Asian	0.0%		
Black or African American	0.0%		
Filipino	0.6%		
Hispanic or Latino	96.0%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.5%		
White	2.5%		
English Learners	32.4%		
Foster Youth	0.1%		
Homeless	5.0%		
Migrant	0.6%		
Socioeconomically Disadvantaged	79.6%		
Students with Disabilities	18.7%		
		Total Enrollment	1,010

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

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Classified Human Resources

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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 November 2023.

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.

Isbell Middle School

During the 2022-23 school year, Isbell Middle served 1,010 students in grades 6-8. Student enrollment included 32.4% qualifying for English Learner support, 18.7% students identified with a disability, 79.6% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 5% 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 essential partners in their child's educational journey, and active involvement is strongly encouraged. Engaging with teachers, attending parent-teacher meetings, reviewing assignments, fostering open communication, and participating in school events all contribute to a supportive and enriching educational experience for the student.

Committees

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Local Control Accountability Plan Committee (LCAP)
- Parent District Advisory Committee (PDAC)
- Parents for Isbell (P4I)
- School Site Council

School Activities

- Athletic Events
- Back to School Night
- Band Concerts
- Coffee with the Principal
- Dia De Los Muertos Celebration
- Family Lunch
- Parent University
- RFEF Celebration Night
- Title I Meeting

School News

Parents stay informed of upcoming events and school activities through the school marquee, mailed letters, regular Parent Square notifications, individual phone calls and phone calls made through the Blackboard Connect system, the school website, and social media (primarily Facebook and Instagram). The school may be contacted at 805-933-8880 for more information on how to become involved.

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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	7.29	9.79	14.33	14.59	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not, however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	348	340	97.7	2.3	10
Female	187	182	97.33	2.67	9.34
Male	161	158	98.14	1.86	10.76
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	335	327	97.61	2.39	9.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	68	67	98.53	1.47	0
Foster Youth	--	--	--	--	--
Homeless	12	12	100	0	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	284	278	97.89	2.11	8.99
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	48	97.96	2.04	6.25

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) 2022-23										
	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	1008	991	98.31	1.69	22.81	1008	991	98.31	1.69	12.22
Female	500	491	98.2	1.8	28.11	500	493	98.6	1.4	11.16
Male	508	500	98.43	1.57	17.6	508	498	98.03	1.97	13.28
American Indian or Alaskan Native	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	970	954	98.35	1.65	22.43	970	954	98.35	1.65	11.86
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
White	25	25	100	0	38	25	25	100	0	20
English Learners	201	196	97.51	2.49	1.53	201	196	97.51	2.49	2.04
Foster Youth	-	-	-	-	-	-	-	-	-	-
Homeless	57	57	100	0	15.79	57	57	100	0	14.04
Military	-	-	-	-	-	-	-	-	-	-
Socioeconomically Disadvantaged	837	823	98.33	1.67	22.11	837	823	98.33	1.67	11.56
Students Receiving Migrant Education Services	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	189	185	97.88	2.12	6.49	189	185	97.88	2.12	4.32

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or 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 divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 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).

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		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	28	23	30	29	47	46
Mathematics	13	12	18	18	33	34

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or 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 divided by the total number of students who participated in both assessments.

California Physical Fitness Test Results 2022-23					
Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Seventh	94.9%	95.5%	97.6%	9.5%	97.3%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

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/tatg/ca/.

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/pfi/.

School Facilities & Safety

The Isbell Middle School Academy of College and Careers seeks to provide a safe and clean environment for learning through proper facilities maintenance and campus supervision. The original school building was constructed in 1922 requiring ongoing maintenance to ensure that facilities are in adequate working condition. All faculty and staff utilize an online work order system to communicate non-routine maintenance requests. Emergency repairs and safety concerns are given the highest priority. During the 2022-23 and 2023-24 school years, the following campus improvements were completed:

2022-23 Improvements:

- Installation of new flooring in rooms 42, 43, 44, gym snack bar and gym foyer

2023-24 Planned/Completed Improvements:

- Installation of a Tesla batter
- Installation of new flooring in rooms 26, 27, and 28
- Installation of new flooring in the band room
- Exterior waterproofing at the gym

The Lead Custodian inspects the school grounds for safety hazards or other conditions that need attention prior to students and staff entering the premises. Three day custodians and three evening custodians are assigned to the site. The day custodian is responsible for:

- Cafeteria (the cafeteria staff assist with cleaning counters and tables in between and after student nutrition and lunch periods)
- Classrooms
- Common use areas
- Lunch area setup and cleaning
- Restroom cleaning
- Trash removal

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

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

- Cafeteria
- Classrooms
- Event setup and tear down
- Maintain and repair items, asneeded
- Office area cleaning
- Restroom cleaning
- Waxing of floors (every six weeks)

The site administration communicates daily with custodial staff concerning maintenance and school safety issues.

Deferred Maintenance

Isbell Middle School had deferred maintenance projects completed in 2022-23 in the amount of \$27,900. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for repairs to a landing ramp and stairs.

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 November 4, 2023. 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 2022-23 school year, 100% of restrooms were fully operational and available to students at all times.

Supervision & Safety

School administration and faculty/staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive to campus each morning, during passing periods, breaks and lunch time, and at dismissal, administration and campus security officers monitor student behavior to ensure a safe and orderly learning environment. The District employs one full-time school resource officer employed by the Santa Paula Police Department and assigned to Isbell.

Visitors to Isbell are only permitted to enter through the 4th St. entrance during the school day where they are met by a campus security officer. They are required to check in at the school office and provide their state-issued ID, which is run through the Verkada system. They are provided with a visitor's badge to wear at all times and expected to check-out upon leaving the campus.

Isbell participates in the Great Shakeout Earthquake drill, and fire and lockdown drills as mandated. Faculty and staff are trained yearly (with regular follow-ups and reminders) on the steps to take in the event of a drill or emergency. Faculty and staff participated in an active assailant training in September of 2023. Teachers teach with their doors closed and locked at all times, and all faculty/staff and students wear an identification badge.

Classroom Environment

Discipline & Climate for Learning

The primary objective of the Isbell discipline policy is to cultivate a positive and respectful school community where students take responsibility for their actions, learn from their mistakes, and grow into responsible, self-disciplined individuals. Isbell promotes restorative practices that emphasize repairing harm and rebuilding relationships, and implements fair and appropriate consequences in an effort to teach accountability and responsibility.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: November 4, 2023				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1048	1038	210	20.2
Female	523	515	92	17.9
Male	525	523	118	22.6
Non-Binary				
American Indian or Alaska Native	4	4	1	25
Asian	1	0	0	0
Black or African American				
Filipino	6	6	0	0
Hispanic or Latino	1002	993	200	20.1
Native Hawaiian or Pacific Islander				
Two or More Races	5	5	0	0
White	30	30	9	30
English Learners	344	340	74	21.8
Foster Youth	3	3	2	66.7
Homeless	63	62	12	19.4
Socioeconomically Disadvantaged	871	864	174	20.1
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	208	205	55	26.8

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

	IMS			SPUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	10.10%	9.16%	0.02%	3.17%	4.99%	0.20%	4.52%	N/A
Expulsions	0.00%	0.64%	0.19%	0.00%	0.07%	0.12%	0.00%	0.21%	N/A

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.16%	0.19%
Female	4.97%	0.00%
Male	13.33%	0.38%
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	8.88%	0.20%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	13.33%	0.00%
English Learners	9.01%	0.29%
Foster Youth	0.00%	0.00%
Homeless	12.70%	0.00%
Socioeconomically Disadvantaged	8.61%	0.23%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.65%	0.48%

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

Teachers establish their classroom rules, procedures and consequences that align with the Santa Paula Unified School District Progressive Discipline Policy. Teachers are trained to establish a safe classroom environment that is conducive to learning with a focus on building positive relationships with students.

Parents and students are informed of discipline policies at the beginning of each school year through the assemblies in the fall and spring (Advisory Live), the enrollment packet, and Parent Square notifications. Additionally, behavior expectation presentations are given periodically in the Advisory period, as needed.

Extracurricular Activities

Students are encouraged to participate in academic and extracurricular activities such as field trips to colleges and universities and other college and career-based activities. Our career technical education exploratory courses allow students to learn about careers in the following industries: Patient Care, Public Service, Agriculture, Culinary Arts, Digital Media and the Performing Arts. Students may also participate in concert band, Advancement Via Individual Determination (AVID), basketball, volleyball, cross country, wrestling, and eSports. Lunchtime and after school intervention opportunities are provided to students who are in need of support with their school work.

Honors Classes

Honors courses are offered in the core content areas. Students are recommended to the honors program by their 6th grade teacher feedback. Teacher recommendations are also solicited at the end of each year. Students who express interest in honors are also scheduled into a course. Parents/Guardians are invited to attend an Honors Presentation to determine if the program is a right fit for their student and family.

Student Recognition

The Isbell Academy of College and Careers regularly recognizes students for their achievement. Students receive Condor Cash from their teachers to use in a Student Store once a week, and to purchase monthly Mister Softee and Kona Ice visits. Students who earn honor roll status each quarter are awarded with a Super Star Condor card that provides them with a list of incentives such as a front of the line pass, a get out of detention and Saturday School pass, library fine

forgiveness, homework passes and extra restroom passes. Students are also awarded with certificates, stickers and class points. Student athletes are honored for their participation at an all-school rally. Teachers also nominate students for the "Principal's Club" where they are invited to take a field trip to a local eatery with the principal and are given a goodie bag. An 8th grade awards night is held in late May to honor exemplary achievement.

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.

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
2020-21				
English	21.0	11	11	
Math	25.0	1	13	
Science	19.0	11	11	
Social Science	26.0		13	
2021-22				
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
2022-23				
English	24.0	10	21	1
Math	24.0	10	19	
Science	26.0	6	18	4
Social Science	26.0	5	20	2

*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 2022-23 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 2022-2023 school year, professional development was held on early release days. Topics were centered around the following: Leader in Me (SEL Curriculum), and various teacher-led workshops focusing on strategies for English Learners, special education accommodations in the general education classroom, AVID strategies, well-being and mindfulness, and grading practices.

During the 2021-22, 2022-23, and 2023-24 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
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 	
2023-24	2 days
<ul style="list-style-type: none"> • Project Based Learning with Trevor Muir • CPM Math Training • Active Intruder Training 	

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 (B TSA) 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.

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			
2016	Yes	McGraw Hill: Study Sync	0%
2010	Yes	Pearson Longman ELT	0%
Math			
2016	Yes	CPM Educational Program (CC 1, 2 & 3)	0%
Science			
2022	Yes	McGraw Hill: <i>Inspire Science</i>	0%
Social Science			
2019	Yes	TCI: <i>History Alive</i>	0%
2019	Yes	McGraw Hill: US History & Geography, Growth and Conflict	0%
2022	Yes	McGraw Hill: California Inspire Science	0%
Foreign Language			
2017	Yes	Vista Higher Learning: Descubre IA & IB	0%
2023	Yes	Perspectivas	0%

On September 27, 2023, 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 2023-24.2 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 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 2023-24 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.

The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0.2	2
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0.2	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	0
Local Assignment Options	0	0.2
Total Out-of-Field Teachers	0.9	0.2

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	3.9
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	0

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

Teacher Preparation and Placement / Authorization/Assignment	School Year 2020-21					
	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

Teacher Preparation and Placement / Authorization/Assignment	School Year 2021-22					
	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.9	91.33	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	0.5	1.02	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	4.06	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.53	2.2	0.93	11953.1	4.28
Unknown	1.5	3.05	7.2	3.03	15831.9	5.67
Total Teaching Positions	49.2	100	238.7	100	279044.8	100

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.

English Language Learners

Isbell Middle School provides students identified as English Language Learners (ELL) with a period of English Language Development (ELD) instruction as well as providing integrated ELD in all other content courses. All teachers possess an EL authorization.

At Risk Interventions

The Isbell Academy of College and Careers supports intervention programs to meet the needs of students not meeting state proficiency standards in language arts and math by offering during and after school intervention opportunities. Saturday School intervention is also offered once per month. ASPIRE (After School Program for Instruction, Reading and Enrichment) program is offered daily.

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	
	No. of Staff	FTE*
Academic Counselor	3	3.0
Counselor	2	2.0
District Mental Health Counselor	As needed	
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 in this report 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.

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.

Teacher and Administrative Salaries 2021-22		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,662	50,875
Mid-Range Teacher Salary	81,268	79,761
Highest Teacher Salary	102,666	103,045
Average Principal Salaries:		
Elementary School	126,001	128,154
Middle School	130,642	131,774
High School	144,666	142,676
Superintendent Salary	220,000	211,462
Percentage of Budget For:		
Teacher Salaries	30.76	30.11
Administrative Salaries	4.87	5.49

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

Expenditures Per Student

For the 2021-22 school year, Santa Paula Unified School District spent an average of \$18,320 of total general funds to educate each student (based on 2021-22 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
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	10,577	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,422	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,155	9,246	88.2%	7,607	121.6%
Average Teacher Salary	84,318	85,611	N/A	81,984	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 2021-22 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- A-G Completion Grant
- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Communities for School Success Program
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

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.caschooldashboard.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.

School Site Council Bylaws

**ISBELL MIDDLE SCHOOL
SCHOOL SITE COUNCIL****2024-2025 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.