



# 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 2023-24 ACTIVITY PUBLISHED IN 2024-25

### Principal's Message

At Isbell Middle School, also known as The Isbell Middle School 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 2023-24 school year, the District served 4,808 students in grades TK-12. The demographic composition of the student body included 18.1% students identified with a disability, 31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% homeless youth.

Student Enrollment by  
Student Group and Grade Level  
2023-24

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.1%	Grade 7	318
Male	52.9%	Grade 8	353
Non-Binary	0.0%		
American Indian or Alaskan Native	0.3%		
Asian	0.0%		
Black or African American	0.1%		
Filipino	0.4%		
Hispanic or Latino	96.3%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.3%		
White	2.5%		
English Learners	20.3%		
Foster Youth	0.1%		
Homeless	7.5%		
Migrant	1.3%		
Socioeconomically Disadvantaged	86.0%		
Students with Disabilities	21.3%		
		Total Enrollment	671

#### Santa Paula Unified School District

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

#### Board of Trustees

Mrs. Anna Villicana-Arroyo, President  
Mr. Tommy Frutos, Vice President  
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Mr. Manuel Minjares, Member  
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Superintendent

Dr. David Moore  
Associate Superintendent  
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EL Services & Community Engagement

Dr. Marguerite Williams  
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#### Contents

Principal's Message  
District & School Description  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
Student Achievement  
School Facilities & Safety  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
SARC Data & Internet Access  
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2024.

## 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 2023-24 school year, Isbell Middle served 671 students in grades 7-8. Student enrollment included 20.3% qualifying for English learner support, 21.3% students identified with a disability, 86% enrolled in the Free or Reduced Price Meal program, 1.3% migrant, 0.1% foster youth, and 7.5% 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/counselors, attending parent meetings and conferences, reviewing assignments and utilizing Parent Connection to monitor grades, attendance and behavior, engaging with the primary communication system ParentSquare, 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 Ambassador Meetings  
Parents for Isbell (P4I)  
School Site Council (SSC)

## School Activities

Athletic Events  
Back to School Night  
Band Concerts  
Coffee with the Principal  
Dia De Los Muertos Celebration  
Family Lunch  
Parent Academy  
RFEP Celebration Night  
Title I Meeting  
7th Grade Step-Up Night

## 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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	9.79	14.62	14.59	15.95	30.29	30.73

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)

#### 2023-24

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	351	348	99.15%	0.85%	15.23%
Female	167	165	98.80%	1.20%	15.15%
Male	184	183	99.46%	0.54%	15.30%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	337	334	99.11%	0.89%	14.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	66	65	98.48%	1.52%	0.00%
Foster Youth	--	--	--	--	--
Homeless	33	31	93.94%	6.06%	22.58%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	258	255	98.84%	1.16%	13.33%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	76	98.70%	1.30%	10.53%

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)**  
**2023-24**

	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	674	665	98.66%	1.34%	33.98%	674	665	98.66%	1.34%	16.09%
Female	319	316	99.06%	0.94%	38.29%	319	316	99.06%	0.94%	15.51%
Male	355	349	98.31%	1.69%	30.09%	355	349	98.31%	1.69%	16.62%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	648	639	98.61%	1.39%	33.49%	648	639	98.61%	1.39%	15.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	18	18	100.00%	0.00%	44.44%	18	18	100.00%	0.00%	22.22%
English Learners	123	120	97.56%	2.44%	4.17%	123	120	97.56%	2.44%	2.50%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	61	58	95.08%	4.92%	39.66%	61	58	95.08%	4.92%	22.41%
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	487	481	98.77%	1.23%	32.02%	487	481	98.77%	1.23%	15.18%
Students Receiving Migrant Education Services	14	14	100.00%	0.00%	21.43%	14	14	100.00%	0.00%	21.43%
Students with Disabilities	145	143	98.62%	1.38%	10.49%	145	143	98.62%	1.38%	6.99%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	23	34	29	34	46	47
Mathematics	12	16	18	20	34	35

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

2023-24

##### % of Students Tested

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Seventh	97.2%	98.7%	98.7%	98.7%	98.7%

Note: The administration of the PFT requires only participation results 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/ta/tg/cal/](http://www.cde.ca.gov/ta/tg/cal/).

### Physical Fitness

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

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pfi/](http://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 2023-24 and 2024-25 school years, the following campus improvements were completed:

### 2023-24 Improvements:

- Fencing enclosure around Tesla battery
- Gymnasium stucco waterproofing
- Band room flooring replacement
- Installation of four window AC units
- Flooring replacement in rooms 26-28
- Moisture repairs in rooms 26-28
- Gymnasium interior painting
- Flooring replacement in portable restroom

### 2024-25 Planned/Completed Improvements:

- HVAC improvements to rooms 4, 5, 7, 9
- Fencing upgrades adjacent to quonset hut
- Installation of new marquee in the quad area
- Installation of air conditioning in kitchen
- Electrical upgrades to room 35

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)

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

- Classrooms
- Common use areas
- Lunch area setup and cleaning
- Restroom cleaning
- Trash removal

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, as needed
- 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 2023-24 in the amount of \$127,310. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for the following repairs or improvements: Gymnasium stucco painting; interior gymnasium painting; flooring replacement; wall repairs; and kitchen flooring replacement.

## 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 October 2024.

## 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 1, 2024. 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 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of inspection.

## 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.

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: November 1, 2024		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems		✓		
Interior Surfaces		✓		
Cleanliness		✓		
Electrical		✓		
Restrooms / Fountains		✓		
Safety		✓		
Structural		✓		
External		✓		
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
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.



Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	697	690	115	16.70%
Female	336	330	59	17.90%
Male	361	360	56	15.60%
Non-Binary				
American Indian or Alaska Native	--	--	--	--
Asian				
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	670	663	109	16.40%
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	19	19	5	26.30%
English Learners	150	148	27	18.20%
Foster Youth	--	--	--	--
Homeless	71	71	19	26.80%
Socioeconomically Disadvantaged	621	616	104	16.90%
Students Receiving Migrant Education Services	15	15	0	0%
Students with Disabilities	153	152	29	19.10%

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.

Suspensions and Expulsions

	IMS			SPUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	10.10%	9.16%	9.04%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.64%	0.19%	0.00%	0.07%	0.12%	0.06%	0.21%	0.08%	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.

Suspensions & Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.04%	0.00%
Female	7.44%	0.00%
Male	10.53%	0.00%
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	8.66%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	21.05%	0.00%
English Learners	9.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.63%	0.00%
Socioeconomically Disadvantaged	9.02%	0.00%
Students Receiving Migrant Education Services	26.67%	0.00%
Students with Disabilities	7.84%	0.00%

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.

## 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.

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, flag football, 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.

## Student Recognition

The Isbell Middle School 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. An 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.

Average Class Size and Class Size Distribution

2021-22				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	26.0	6	18	4
Math	24.0	6	22	1
Science	24.0	7	22	2
Social Science	26.0	5	20	3
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
2023-24				
English	25.0	7	19	1
Math	27.0	5	17	3
Science	25.0	7	19	3
Social Science	26.0	6	17	3

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

## Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Isbell Middle School for the 2023-24 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 2023-24 school year, professional development was held on early release days. Topics were centered around the following:

- CAASPP Testing Administration
- Project-Based Learning
- Teacher-Led Workshops: Education Technology Tools, Artificial Intelligence in the Classroom, Trauma Informed Skills for Educators (TISE), Performance Matters, Wellbeing and Mindfulness, ParentSquare and Q-SIS for Teachers, Implementing Special Education Accommodations, AVID Strategies

During the 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2022-23	0 days
<ul style="list-style-type: none"> <li>• CORE Learning - Literacy Services</li> <li>• CGI Math - Teacher Learning Center</li> <li>• Report Card Entry Training for Q</li> <li>• EL Shadowing</li> </ul>	
2023-24	2 days
<ul style="list-style-type: none"> <li>• Project Based Learning with Trevor Muir</li> <li>• CPM Math Training</li> <li>• Active Intruder Training</li> </ul>	
2024-25	2 days
<ul style="list-style-type: none"> <li>• CPM Training</li> <li>• Priority Standards and Standards Maps</li> <li>• Benchmark Assessments and Performance Matters</li> <li>• CAASPP Testing</li> </ul>	

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional

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%

job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment and ergonomics.

## Instructional Materials

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

On September 25, 2024, 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 2024-25:5 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 2024-25 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	0
Misassignments	0.2	2	0.4
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0.2	2	0.4

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.9	0	0
Local Assignment Options	0	0.2	0.5
Total Out-of-Field Teachers	0.9	0.2	0.5

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	3.9	1
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	0

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

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.9	92.55	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	2	3.63	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	0.82	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	0.91	2.3	0.91	11746.9	4.23
Unknown	1.1	2.07	8.7	3.34	14303.8	5.15
Total Teaching Positions	55	100	261.8	100	277698	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.

## Special Education

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

## English Language Learners

Isbell Middle School provides students identified as English Language Learners (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 Middle School Academy of College and Careers supports intervention programs to meet the needs of students who are not achieving state proficiency standards in Language Arts and mathematics and in other courses. After school tutoring is offered four days a week; lunch time intervention is assigned to struggling students with parent input and is offered Tuesday through Friday, and Saturday School is offered once per month. ASPIRE (After School Program for Instruction, Reading and Enrichment) is offered daily.

## Professional Staff

### 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.

## 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.

## District Expenditures

### Salary & Budget Comparison

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

### Expenditures Per Student

For the 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2022-23					
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	13,034	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,614	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,420	10,184	92.5%	10,771	94.6%
Average Teacher Salary	92,536	90,423	N/A	87,655	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 2022-23 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Learning Communities for School Success Program

### Academic Counselors and Other Support Staff

2023-24

	No. of Staff	FTE*
Academic Counselor	3	3.0
Counselor	1	1.0
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 and Administrative Salaries

2022-23

	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,869	54,930
Mid-Range Teacher Salary	88,653	85,386
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,830	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	28.69
Administrative Salaries	0.05	5.55

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

- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: 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, IV
- 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.