

Santa Paula Unified School District

School Plan for Student Achievement



Isbell Middle School

Academy of College and Careers

56 76828 6055594

Contact Information:

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Revised September 2025

Fiscal Year 2025-2026

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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

María Luisa Bedolla.

- 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: 5/22/25

Attested:

Melissa Guerra
Melissa Guerra, Principal

Date

5/22/25

Chris Ri...
SSC Chairperson

Date

5/22/25

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				
Gloria DeCandia		X			
Alexis Fernandez		X			
Danny Orozco		X			
Chris Rini		X			
Lisa Christman			X		
Joey Arana				X	
Pauleen Gonzalez				X	
Elva Zamora				X	
Loreno Long					X
David Lucero					X
Julissa Melendres					X
Number of members in each category	1	4	1	3	3

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

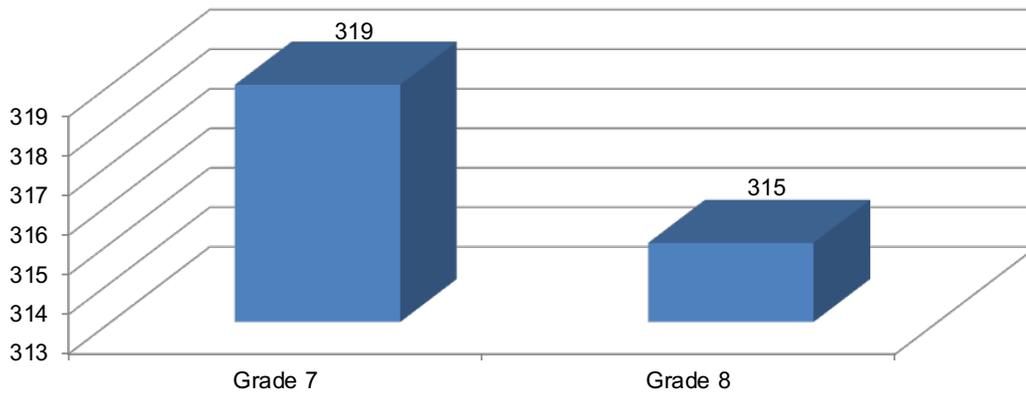
Isbell Middle School is located in the city of Santa Paula and serves students in grades seven through eight (as of the 2023-2024 school year), and is the only middle school in the district. In the 2024-2025 school year, 634 students were enrolled, including 23.2% qualifying for English Language Learner support, 85.5% qualifying for free or reduced price lunch, 19.9% special education, 1.9% migrant, 10.3% homeless youth, and 0.2% 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.

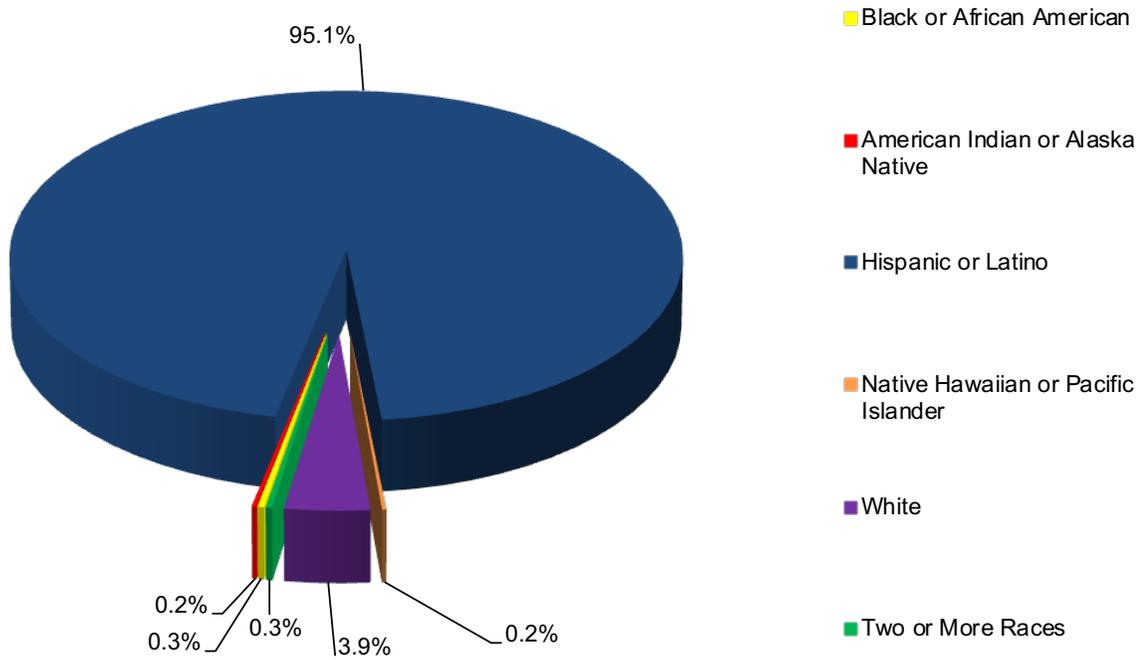
Student Enrollment by Grade

Source: Data Quest 2024-2025



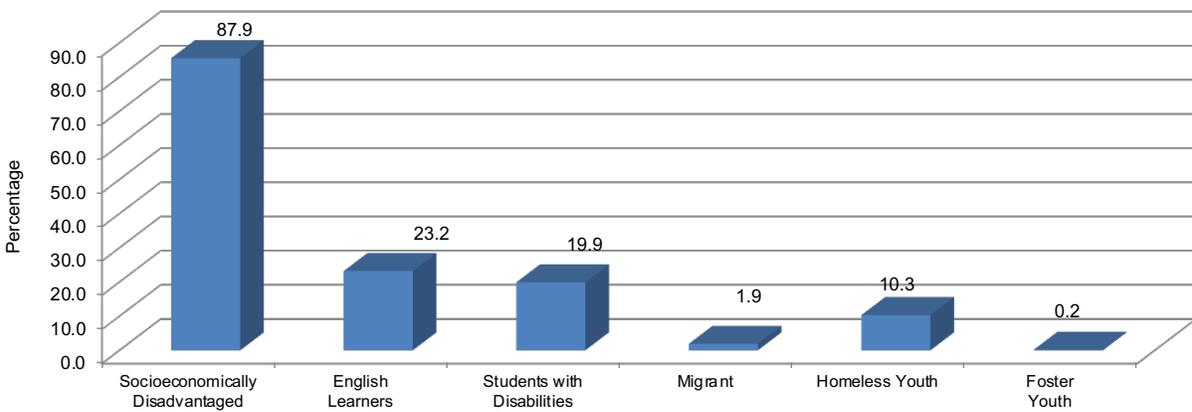
Student Enrollment by Ethnicity

Source: Data Quest 2024-2025



Student Enrollment by Subgroup

Data Source: Data Quest 2024-2025



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 2025-2026 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	5/22/2025	

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs

Isbell Middle School’s plan aligns with ESSA requirements and the Santa Paula Unified School District’s Local Control and Accountability Plan (LCAP). Focused on equity, accountability, and inclusion, it enhances academic achievement while promoting transparency, flexibility, and opportunity for all students. The plan prioritizes improving English Language Arts (ELA) and mathematics performance through targeted interventions, data-driven instruction, and extended learning opportunities. It also strengthens school safety, fosters collaboration, enhances communication, and supports multilingual learners and students with disabilities while improving school culture and climate.

Educational Partner Involvement

How, when, and with whom did your 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:
English Learner Advisory Committee (ELAC)	10/10/24, 12/12/24, 2/27/25, 4/3/25, 5/22/25
School Site Council (SSC)	10/10/24, 12/12/24, 3/6/25, 4/3/25, 5/22/25
Instructional Leadership Team (ILT)	9/12/24, 10/8/24, 11/5/24, 12/10/24, 1/21/25, 2/24/25, 4/1/25, 5/5/25
Faculty Meeting	8/5/24, 8/26/24, 10/7/24, 11/4/24, 1/27/25, 3/3/25, 5/12/25

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although Isbell has shown significant growth in the California School Dashboard data over the past three years, there are still areas of concern in English Language Arts and Mathematics, with student groups showing disparities. Chronic absenteeism and suspension rates have also dropped significantly, but still require continued intervention. These findings align with Santa Paula Unified School District’s LCAP goals, requiring targeted strategies to support underperforming student groups, especially our emergent bilingual students and students with disabilities. To date, Isbell has offered extended learning programs during school, after school and on Saturdays to provide additional instructional support aligned with California State Content Standards in an effort to support the goal of increasing academic achievement in ELA and Math. Faculty and staff have received ongoing training to equip them with effective instructional strategies and interventions tailored to diverse learners. Partnerships with parents and community have been established to address external factors in an effort to foster healthy environments for social and emotional growth. Incentive programs to improve student behavior have been implemented and restorative practices to reduce suspensions and expulsions have been employed to create a positive school climate. By aligning these strategies with the SPUSD’s LCAP goals, Isbell Middle School aims to improve student outcomes and ensure equitable educational opportunities for all students.

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)**

Not applicable.

Goals, Strategies/Activities, and Expenditures

Goal 1:

Improve student proficiency in English Language Arts and Mathematics by ensuring equitable access to high-quality instruction and implementing research-based, high-impact teaching strategies that drive academic growth.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal aligns with SPUSD’s LCAP Goal #2: “The Santa Paula Unified School District will ensure all students achieve grade-level proficiency in literacy and math...”. Identified gaps in ELA and Math require targeted interventions to close or reduce disparities during the 2024-2025 school year. The focus will remain on strengthening first instruction through high-quality teaching and ongoing professional development in reading, writing, and math. Additionally, teachers will implement evidence-based, school-wide strategies, emphasizing AVID methodologies (Writing, Inquiry, Collaboration, Organization, and Reading) within core classes and Advisory periods to support all students effectively. In analyzing the Annual Measurable Outcomes, students met or exceeded the expected outcome for all areas listed below, except for performance in 7th grade Mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 7th grade data	32.08% met or exceeded	50% met or exceeded
CAASPP ELA 8th grade data	45.96 met or exceeded	40% met or exceeded
CAASPP Math 7th grade data	18.87% met or exceeded	30% met or exceeded
CAASPP Math 8th grade data	31.56 met or exceeded	40% met or exceeded

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Before and after school tutoring and Saturday School Intervention.	All students who are struggling in their ELA/ ELD/ Math classes as measured by grades, teacher input, ELPAC and CAASPP scores.	\$25,000 + \$5,579 fringes = \$30,579	Title I
2	Professional Development for teachers and instructional assistants.	All students.	\$3,000 \$5,000	Title I LCAP
3	Planning time for teachers to collaborate to develop standards-based lesson plans, design assessments, review student progress, plan interventions, and meet with students. This includes extra duty or release time to include the cost of a substitute.	All students.	\$3,000 + 669.51 fringes = \$3,670 \$3,000 \$1,500	Title I LCAP Community Schools Grant

ANNUAL REVIEW**SPSA Year Reviewed: 2024-25**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

This goal was achieved through a series of targeted instructional strategies, professional development opportunities, and focused interventions designed to support both core instruction and specific student needs. Teachers provided high-quality instruction aligned with California State Standards, emphasizing differentiated teaching strategies to address the diverse needs of students. Small-group and individualized interventions were implemented for students who were identified as at-risk in both ELA and Math, with special attention to students with disabilities and English learners. Extended learning opportunities were offered after school and during lunch breaks, where students received focused academic support in ELA and Math.

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

Professional Development Funding: Initially, professional development sessions were budgeted to be funded through specific allocations, but in practice, the funding came from both Title I and LCAP sources. This allowed for greater flexibility and resource allocation, ensuring that professional development opportunities could be extended to all teachers involved in the implementation of Goal #1. As a result, while the intention was to use a set budget for dedicated PD activities, these funds were sourced from multiple programs to cover the costs of workshops, conferences, and training materials.

Data Analysis and Collaboration Meetings: The original plan for data analysis envisioned dedicated time for teachers to review student progress as part of extra duty assignments outside of the regular work day or during the workday with a full-day substitute (department collaboration). However, in practice, the data analysis was carried out during collaboration meetings as part of the school's ongoing professional learning community activities. These meetings provided teachers with the opportunity to analyze student performance, discuss trends, and make instructional adjustments in real time without requiring additional pay for extra duty. Teachers were also in the process of building new benchmark assessments, which limited the data analysis as material was still in the development stage.

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

This goal will no longer include "Data Chat" meetings. That has been replaced with a more varied approach where teachers can utilize time to plan, sequence lessons and units, analyze student data (progress towards mastery of the standards), plan targeted interventions, and meet one-on-one with students to review their individual academic goals and progress towards meeting them.

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:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research indicates that a welcoming and positive school climate is linked to higher attendance rates, improved test scores, increased student engagement, and higher promotion rates. Strong parent involvement plays a key role in fostering a supportive school culture. When parents feel valued as essential members of the school community, they can help extend learning beyond the classroom. Students with engaged parents tend to achieve higher academic success and develop a stronger sense of connection to their school, contributing to a more vibrant and thriving learning environment. According to the California School Dashboard, 16.7% of students are chronically absent, which has declined 3.6% from the previous school year and is less than the state average. The suspension rate is at 8.9% and has declined 0.3% from the year before with “homeless” and “students with disabilities” in the green performance level. The suspension rate by year has seen a steady decline over the past three years. Refinement of this goal and the associated strategies and activities should lead to continued declines in chronic absenteeism and suspensions/expulsions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education/Training Opportunities	6 per year / 13 per year	10 minimum opportunities per year
ELAC Meeting Attendance	Average attendance 6 / Average attendance 3	Average attendance 20
Coffee with the Principal	4 per year / 4 per year	4 per year
Parent Square Communications	Average of 4-10 per month / Average of 4-10 per month	Average of 4-10 per month
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	All grade levels will take at least one study trip.
Annual Parent Survey	90% of parents responded that school-home communication is good in 23-24 / 90% of parents responded that school-home communication is good in 24-25	Maintain a 90% approval rating or increase it.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	An interest survey will be shared to determine topics of interest for parent education. High interest topics will be provided as parent education opportunities in the form of a Parent Academy. Parent Academies will be incorporated into other events in an effort to increase participation.	All students.	\$2,191	Title I
2	Virtual and in-person study trips related to college and career readiness to include substitutes, admission, and transportation.	All students.	\$6,000 \$20,000 \$3,000	Title I LCAP Community Schools Grant

ANNUAL REVIEW:**SPSA Year Reviewed: 2024-25**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Parent education and training opportunities increased from 6 to 13 per year, surpassing the goal of 10 minimum opportunities annually. The growth reflects a strong commitment to providing parents with valuable resources and learning opportunities. Attendance at ELAC meetings had declined from an average of 6 parents to 3 parents, falling well below the goal of 20. This suggests a need for targeted outreach efforts, such as personalized invitations, schedule adjustments, or incentives for attendance. Coffee with the Principal maintained at 4 sessions per year, meeting the established goal. Efforts could focus on increasing participation and engagement during these sessions. Parent Square communications remained steady at an average rate of 4-10 messages per month, meeting expectations; however, not all parents are engaged with Parent Square. Outreach to improve engagement is needed. All grade levels continue to participate in at least one study trip annually, meeting the goal. Expanding trip opportunities or incorporating career-focused visits may further enrich student experiences. Previous results of the Annual Parent Survey indicated 90% of parents were satisfied with school-home communication. If recent data maintains or exceeds this percentage, Isbell is successfully meeting its communication goal.

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

Strategy/Activity 2 was not fully implemented as originally intended because other staff members took on the responsibility of communicating with parents and organizing parent education opportunities. While the goal was to enhance parent involvement through a structured approach, the delegation of these tasks to various staff members resulted in an alternative method of achieving the objective. Similarly, Strategy/Activity 4 was not implemented because the specific task it addressed was already completed during the additional preparation period negotiated for the leadership advisor. This additional preparation time allowed for the necessary work to be completed in advance, eliminating the need for further action under Strategy/Activity 4.

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

For the 2025-2026 school year, Strategies/Activities 2 and 4 will be removed to better allocate resources and focus on areas of greater need. Since other staff members have already taken on the responsibility of communicating with parents and organizing parent education opportunities, Strategy 2 is no longer necessary. Moving forward, the focus will be on strengthening current communication efforts and improving parent engagement based on feedback and participation levels. Similarly, Strategy 4 will not be implemented since the work it addressed was already completed during the additional preparation time negotiated for the leadership advisor. With that task already taken care of, the resources that would have gone to this strategy can instead be used to support other priorities, such as increasing ELAC meeting attendance, expanding enrichment opportunities for students, or providing leadership development programs for parents and students.

Goal 3:

Strengthen support systems to improve 8th-grade promotion rates, further reduce suspensions and expulsions through proactive interventions, and foster a school culture where all students feel engaged, supported, and connected to their learning community.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Despite steady progress in the California School Dashboard data over the past three years, Isbell Middle School continues to focus on areas needing significant improvement, particularly in English Language Arts (ELA) and Mathematics, where performance gaps persist among student groups. Emergent bilingual students and students with disabilities continue to face challenges in meeting grade-level expectations, highlighting the need for targeted instructional support. Additionally, while chronic absenteeism and suspension rates have declined, they remain areas of concern that require sustained intervention to ensure long-term improvement. To address these challenges, Isbell has implemented a range of academic and behavioral support initiatives. Extended learning programs during the school day, after school, and on Saturdays provide additional instructional time aligned with California State Content Standards to support student achievement in ELA and Math. Faculty and staff have engaged in ongoing professional development to enhance instructional strategies and interventions that meet the diverse needs of all learners. Beyond academics, Isbell recognizes the importance of fostering a positive and inclusive school culture. Partnerships with parents and the broader community have been established to address external factors affecting student success, such as social-emotional well-being and family engagement. Incentive programs have been introduced to encourage positive student behavior, while restorative practices continue to be implemented to reduce suspensions and expulsions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard	Chronically Absent 20.2 (22-23) / 16.7 (23-24)	10% or less
California Data Dashboard	Suspension Rate 8.9% (22-23) / 8.9% (24-25)	7% or less
Student Overall Grades	58-67% of students earned honor roll status (3.0 or above) in quarters 1, 2 and 3.	70% or more

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Programs, assemblies, events to recognize students who are showing success academically and behaviorally. This includes the cost of service agreements with vendors, materials/supplies, cost of substitutes, non-monetary student rewards, and light refreshments.	All students.	\$5,000	Title I
2	Positive social/emotional support for students that includes a student store where they can redeem earned tickets for approved items as a reward for academic improvement and positive behavior.	All students.	\$4,022 TBD	Title I Discretionary
3	Professional development for certificated and classified staff to enhance their ability to support students in a trauma-informed manner, including creating trauma-sensitive classroom environments, de-escalating disruptive situations, and promoting trauma responsiveness across the entire school community.	All students.	\$2,000 \$2,000	Title I Community Schools Grant

ANNUAL REVIEW:**SPSA Year Reviewed: 2024-25**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

In the previous year, the goal of strengthening support systems to improve 8th-grade promotion rates, reduce suspensions and expulsions, and foster a positive school culture was addressed through a series of targeted strategies and activities. The school made significant strides in improving school culture by implementing a system of incentives for attendance, academic performance (grades), and state testing. These incentives played a key role in motivating students to stay engaged and perform well, contributing to a notable reduction in chronic absenteeism and suspensions. The use of these incentives helped create an environment where students felt more supported and connected to their learning community. Chronic absenteeism was reduced through ongoing outreach efforts, the implementation of attendance incentives, and consistent monitoring to address barriers that prevented students from attending school regularly. Similarly, suspensions and expulsions were significantly decreased by employing proactive interventions, such as restorative practices and positive behavior reinforcement. Not all strategies were fully implemented.

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

Strategy/Activity 3, which involved further enhancing trauma-responsive practices and creating deeper connections with at-risk students, was not fully carried out due to time constraints and competing priorities. While some initial steps were taken to support this area, it was not fully integrated across the school as planned. As a result, the school plans to prioritize and complete the implementation of this strategy in the 2025-2026 school year, ensuring it becomes a more integrated part of the overall approach to supporting students. Overall, the strategies and activities carried out were largely effective in creating a positive school culture and supporting the academic and behavioral success of students.

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 significant changes to this goal, the annual outcomes, metrics, or strategies/activities for the 2025-2026 school year.

Goal 4:

Enhance academic achievement and instructional support for Emergent Bilingual students, while also providing additional assistance for students with disabilities.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard data highlights key areas that require significant improvement, particularly among English Learners, Long-Term English Learners, and Students with Disabilities. English Learners scored 77.5 points below standard, though they showed growth with an increase of 26.7 points. Long-Term English Learners demonstrated the largest performance gap, scoring 110.8 points below standard, with a 14.9-point increase from the previous year. Students with Disabilities remain significantly below standard, scoring 99.9 points below, despite a 23.8-point increase in performance. While all three student groups demonstrated growth, their scores remain in the Orange performance level, indicating a need for continued intervention and support. The disparities in achievement reflect ongoing challenges in meeting the academic needs of these populations, particularly in English Language Arts and Mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	A total of 22 students reclassified in the 2023-2024 school year / 30 students were reclassified in the 2024-2025 school year.	Continue to increase the number of students who reclassify.
Progress Monitoring	In the 2024-2025 school year, 62.5% of IEP goals were met, which is up from 61.1% in the 2023-2024 school year.	At least 75% of IEP goals will be met.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Interpreters for school events, meetings, workshops and Back to School Night.	All students.	\$1,000 + 368 fringes = \$1,368	Title I
2	Bilingual instructional aide(s) to support emergent bilinguals in English Language Development (ELD) and in core content classes, with a priority placed on newcomers.	Emergent bilingual students.	\$27,392 and \$9,984 fringes = \$37,376	Title I
3	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.	Special Education students.	\$1,000 \$1,000 \$1,000	Title I LCAP Community Schools Grant

ANNUAL REVIEW:**SPSA Year Reviewed: 2024-25**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Although improvements have been made, these student groups remain a priority for additional resources and interventions to close achievement gaps and ensure equitable learning opportunities.

Reclassification: Isbell aimed to increase the number of students who qualify to reclassify. Strategies included targeted language support, intervention programs, and monitoring student progress in language acquisition. In the 2023-2024 school year, 22 students were reclassified, and this number increased to 28 in 2024-2025. This suggests an improvement in supporting English learners in meeting reclassification criteria. While the increase indicates progress, further strategies (e.g., enhanced instructional support, professional development for teachers, and parental engagement) could help continue this trend.

Progress Monitoring: The school is tracking progress in IEP goal attainment. The number of IEP goals met has increased steadily over the past three years. To further improve outcomes, Isbell will enhance collaboration between special education teachers and general education teachers, and increase family involvement in the IEP process.

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 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

In the 2025-2026 school year, Isbell will open two sections of SOAR intervention classes (one during each lunch period) designed to support emergent bilinguals. These sections will be taught by the English Language Development (ELD) teachers. The focus will be on writing, implementing interim ELPAC assessments, and tutoring assistance to raise grades.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$96,206.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,500.00

Overall total of funds included for this school: **\$132,706.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2024-2025 Carryover	\$0.00
Title I 2025-2026 Allocation	\$96,206.00

Subtotal of additional federal funds included for this school: **\$96,206.00**

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 (\$)
LCAP 2025-2026 Allocation	\$29,000.00
Community Schools Grant 2025-26 Allocation	\$7,500

Subtotal of state or local funds included for this school: **\$36,500.00**

Total of federal, state, and/or local funds for this school: **\$132,706.00**

Title I Allocations – 2025-2026

2025-2026 Title 1 Budget Isbell Middle School

		Resource	Title I	Remarks
		Allocation: 25-26	\$96,206.40	
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes		
1103	1000	Tchr. Extra Duty	28,000.00	Goal 1.1 (25,000), 1.3 (3,000)
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	27,392	Goal 4.2
2103	1000	IA Extra Duty - Translating	1,000	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	16,601	Goal 1.1 (5,579.25), 1.3 (669.51), 4.1 (368.17), 4.2 (9,984)
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	9,022	Goal 3.1 (\$5,000), 3.2 (\$4,022.40)
4300	2420	Supplies - Library		
4300	2495	Supplies - Parent Inv.	2,191.00	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 2.2
5200	1000	Travel / Conf. - Teachers	4,000	Goal 1.2, 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	2,000	Goal 3.3
5860	1000	Transportation		
Total Spent				
Available Balance				

SSC Chair Signature: *Chris King* Date: 5/22/25
 Principal Signature: *[Signature]* Date: 5/22/25

References

2023-2024 CAASPP – Grade7 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	321	318	318	7.55%	24.53%	23.58%	44.34%
Male	170	167	167	5.39%	22.75%	22.16%	49.70%
Female	151	151	151	9.93%	26.49%	25.17%	38.41%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	309	306	306	6.86%	24.84%	23.53%	44.77%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	276	274	274	6.57%	23.36%	25.18%	44.89%
English Learners	57	55	55	0.00%	3.64%	25.45%	70.91%
Students with Disabilities	65	65	65	1.54%	7.69%	18.46%	72.31%
Migrant Education	6	6	6	*	*	*	*
Homeless Youth	28	27	27	0.00%	40.74%	14.81%	44.44%

	Mathematics						
	2023-24						
	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	321	318	318	5.35%	13.52%	21.07%	60.06%
Male	170	167	167	7.19%	13.77%	20.36%	58.68%
Female	151	151	151	3.31%	13.25%	21.85%	61.59%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	309	306	306	4.90%	13.73%	21.24%	60.13%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	276	274	274	4.38%	13.87%	21.90%	59.85%
English Learners	57	55	55	0.00%	3.64%	12.73%	83.64%
Students with Disabilities	65	65	65	1.54%	1.54%	15.38%	81.54%
Migrant Education	6	6	6	*	*	*	*
Homeless Youth	28	27	27	3.70%	18.52%	25.93%	51.85%

2023-2024 CAASPP – Grade 8 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	339	7.96%	28.02%	27.14%	36.87%
Male	180	177	177	6.78%	25.99%	23.73%	43.50%
Female	165	162	162	9.26%	30.25%	30.86%	29.63%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	331	325	325	7.38%	28.00%	28.00%	36.62%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	312	308	308	6.17%	28.25%	27.60%	37.99%
English Learners	66	65	65	0.00%	4.62%	24.62%	70.77%
Students with Disabilities	70	68	68	2.94%	4.41%	25.00%	67.65%
Migrant Education	8	8	8	*	*	*	*
Homeless Youth	30	28	28	14.29%	25.00%	25.00%	35.71%

	Mathematics						
	2023-24						
	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	339	3.24%	9.73%	23.30%	63.72%
Male	180	177	177	1.69%	10.17%	22.60%	65.54%
Female	165	162	162	4.94%	9.26%	24.07%	61.73%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	331	325	325	2.77%	9.85%	23.38%	64.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	312	308	308	1.95%	10.06%	22.40%	65.58%
English Learners	66	65	65	0.00%	1.54%	7.69%	90.77%
Students with Disabilities	70	68	68	0.00%	4.41%	10.29%	85.29%
Migrant Education	8	8	8	*	*	*	*
Homeless Youth	30	28	28	0.00%	17.86%	32.14%	50.00%

School-Parent/Home Compact

ISBELL MIDDLE SCHOOL
“Isbell Academy of College and Careers”
School-Parent-Student Compact
2025-2026

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

School Family Engagement Policy

**Isbell Middle School
Family Engagement Policy
2025-2026**

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, 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 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 an English Language Learner Plan. Childcare and interpreting are available at each meeting.*
 - *Invite parents to Parents for Isbell (PTSA) 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's Parent and Family Engagement Policy and the joint development of the schoolwide program plan. (20 USC 6318(c)(3))
 - *We will revise our School Parent 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*
 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 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*
 - *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*
 - *Parent Academies*
- 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, PTSA 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 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 IEP 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 2025-2026 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 2025-2026**

August

- Registration Information Evening

September

- Back to School Night
- Coffee with the Principal
- Ventura County Coastal Clean-Up Day
- English Language Advisory Committee
- Parents 4 Isbell Meeting (PTSA)
- Parent Wellness Wednesdays (bi-weekly)

October

- Coffee with the Principal
- 1st Quarter Awards
- Parents 4 Isbell Meeting
- Parent Academy
- School Site Council
- Parent Wellness Wednesdays (bi-weekly)
- Family Lunch

November

- Coffee with the Principal
- Dia de los Muertos Event
- English Language Advisory Committee
- Parents 4 Isbell Meeting (PTSA)
- Family Movie Night
- Parent Wellness Wednesdays (bi-weekly)

December

- Casino Night
- 2nd Quarter Awards
- Parents 4 Isbell Meeting (PTSA)
- Parent Academy
- Winter Band Concert
- School Site Council
- Parent Wellness Wednesdays (bi-weekly)

January

- English Language Advisory Committee
- Parents 4 Isbell Meeting (PTSA)
- 8th Grade Parent Meeting
- Parent Wellness Wednesdays (bi-weekly)

February

- Coffee with the Principal

- Parents 4 Isbell Meeting (PTSA)
- Parent University
- School Site Council
- Parent Wellness Wednesdays (bi-weekly)
- Family Lunch

March

- Coffee with the Principal
- English Language Advisory Committee
- 3rd Quarter Awards
- Parents 4 Isbell Meeting (PTSA)
- Family Movie Night
- Parent Wellness Wednesdays (bi-weekly)
- Parent End-of-Year Survey

April

- Golf Tournament
- Parent Academy
- Parents 4 Isbell Meeting (PTSA)
- Scholastic Book Fair
- School Site Council
- Art Exhibit
- Parent Wellness Wednesdays (bi-weekly)

May

- Coffee with the Principal
- Talent Show
- School Site Council
- 8th Grade Awards Night
- 4th Quarter Awards
- Parents 4 Isbell Meeting (PTSA)
- Spring Band Concert
- Parent Wellness Wednesdays (bi-weekly)

June

- Promotion Ceremony

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 2025-2026 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 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
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Educational Services

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EL Services & Community Engagement

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Chief Business Officer

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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
- RFEF 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
Science (Grades 5, 8, & 10)	9.79	14.62	14.59	15.95	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)					
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	86	85	98.48%	1.52%	0.00%
Foster Youth	--	--	--	--	--
Homeless	33	31	93.94%	6.06%	22.56%
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%	39.68%	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				
Grade Level	% of Students Tested			
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance Flexibility
Seventh	97.2%	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/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 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			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: November 1, 2024				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	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	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.

	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%	4.56%	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.

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.

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
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

Year	Days	Topics
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
2024-25	2 days	<ul style="list-style-type: none"> • CPM Training • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing

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

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
Interim 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
Interim 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
Interim 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) interim 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.

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.

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 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 Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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/ 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 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	IMS	SPUSD	% Difference - State Average for Districts of Same Size and Type		
			School and District	Size and Type	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	87,665	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

- 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.

School Site Council Bylaws



ISBELL ACADEMY
OF COLLEGE & CAREERS

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Melissa Guerra, Principal
Assistant Principals: Robert DeCandia and Darren Hicks



School Site Council Bylaws
2025-2026

Article I: Duties of School Site Council

The School Site Council of Isbell Middle School, hereinafter referred to as the School Site Council, shall carry out the following duties:

School Site Council members must have knowledge of, review, and monitor the following:

- Student achievement data (ELPAC, CAASPP, STAR, etc.) scores, reading and math benchmark assessment results, attendance and suspension rates.
- The implementation of the various components of the School Plan for Student Achievement (SPSA).
- Categorical Budget Expenditures
- Review the effectiveness of the SPSA strategies and make modifications as needed
- Santa Paula Unified School District Board Policies
- State and Federal Requirements
- The core instructional program

Article II: Members

- **Section A: Composition**
 - The School Site Council should be composed of 12 members, selected by their peers, as follows:
 - 4 classroom teachers
 - 1 other school staff member
 - 3 parents
 - 3 students
 - 1 principal
- **Section B: Term of Office**
 - The School Site Council members shall be elected for two year terms. Half, of 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 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 School Site Council. Absentee Ballots shall not be permitted.
- **Section D: Termination of Membership**
 - The School Site Council 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 School Site Council 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 that occurred during the term of a duly elected member shall be filled by the person from each group's election results with the highest number of votes, or who has been identified by the group as the alternate.

Article III: Officers

- **Section A: Officers**
 - The officers of the School Site Council shall be a chairperson, vice-chairperson, secretary, and parliamentarian.
 - The Chairperson shall:
 - Preside at all meetings of the School Site Council
 - Sign all letters, reports and other communications of the School Site Council
 - Perform all duties incident to the office of the chairperson
 - Have other such duties as are prescribed by the School Site Council
 - Shall, in collaboration with Isbell Principal, prepare and see to the distribution of all School Site Council 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 School Site Council.
 - Transmit true and correct copies of the minutes of such meetings to members of the School Site Council 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 School Site Council 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 School Site Council for the remaining portion of the term of office.

Article IV: Committees

- **Section A: Subcommittees**
 - The School Site Council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the School Site Council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the School Site Council.

Article V: Meetings of the School Site Council

- **Section A: Meetings**
 - The School Site Council shall meet regularly as determined by a vote of the School Site Council at the previous meeting. Special meetings of the School Site Council may be called by the chairperson in collaboration with the principal.

- **Section B: Place of Meetings**
 - The School Site Council shall hold its regular meeting 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 School Site Council.

- **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 front door and website.

- All required notices shall be delivered to the School Site Council and committee members no less than 72 hours, and no more than 7 days in advance of the meeting, personally, by phone message, by mail or by email.
- **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 SSC. A majority of the members of the SSC shall constitute a quorum (51%).
- **Section E: Conduct of Meetings**
 - Meetings of the School Site Council 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 School Site Council.
- **Section F: Meetings Open to the Public**
 - All meetings of the School Site Council, and of committees established by the School Site Council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article IV: Amendments

An amendment of these bylaws may be made at any regular meeting of the School Site Council 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 the School Site Council members at least 10 days prior to the meeting at which the amendment is to be considered for adoption.