



ISBELL MIDDLE SCHOOL

ACADEMY OF COLLEGE AND CAREERS

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

Dr. James Jenkins, Principal • CDS: 56768286055594

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26

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.

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 one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

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 2024-25 school year, Isbell Middle served 634 students in grades 7-8. Student enrollment included 23.2% qualifying for English learner support, 19.9% students identified with a disability, 1.9% migrant, 0.2% foster youth, 10.3% homeless youth, and 85.5% socioeconomically disadvantaged.

Santa Paula
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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 2025.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	48.1%
Male	51.9%
Non-Binary	0%
American Indian or Alaska Native	0.2%
Asian	0%
Black or African-American	0.3%
Filipino	0%
Hispanic or Latino	95.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.3%
White	3.9%
English Learners	23.2%
Foster Youth	0.2%
Homeless	10.3%
Migrant Services	1.9%
Socioeconomically Disadvantaged	85.5%
Students with Disabilities	19.9%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 7	319
Grade 8	315
Ungraded	
Total Enrollment	634

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.

Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population

and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

Parents are essential partners in their child's educational journey, and active involvement is strongly encouraged. Engaging with teachers/counselors, attending parent meetings and conferences, reviewing assignments and utilizing Parent Connection to monitor grades, attendance and behavior, engaging with the primary communication system ParentSquare, and participating in school events all contribute to a supportive and enriching educational experience for the student.

Committees

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

School Activities

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

School News

Parents stay informed of upcoming events and school activities through the school marquee, monthly newsletter, mailed letters, regular Parent Square notifications, individual phone calls and phone calls made through the ParentSquare 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.

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).

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	34.0	30.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	16.0	17.0	20.0	22.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	625	614	98.24	1.76	29.64
Female	302	301	99.67	0.33	35.22
Male	323	313	96.90	3.10	24.28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	595	585	98.32	1.68	29.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	24	96.00	4.00	33.33
English Learners	123	117	95.12	4.88	4.27
Foster Youth	--	--	--	--	--
Homeless	68	64	94.12	5.88	15.63
Military	0	0	0	0	0
Migrant Services	16	14	87.50	12.50	14.29
Socioeconomically Disadvantaged	464	454	97.84	2.16	27.53
Students with Disabilities	124	122	98.39	1.61	8.20

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

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	626	621	99.20	0.80	16.91
Female	303	303	100	0	15.51
Male	323	318	98.45	1.55	18.24
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	595	590	99.16	0.84	16.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100	0	24.00
English Learners	123	123	100	0	3.25
Foster Youth	--	--	--	--	--
Homeless	68	67	98.53	1.47	8.96
Military	0	0	0	0	0
Migrant Services	16	16	100	0	6.25
Socioeconomically Disadvantaged	464	459	98.92	1.08	16.56
Students with Disabilities	124	122	98.39	1.61	5.74

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	14.62	16.67	15.95	17.78	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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/.

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	95.9%	95.9%	96.2%	96.2%	96.2%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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:

2024-25 Planned/Completed Improvements:

- HVAC improvements to rooms 4, 5, 7, 9
- Fencing upgrades adjacent to quonset hut
- Installation of new marquee in gymnasium
- Installation of air conditioning in kitchen
- Room 30 air conditioner replacement
- Electrical upgrades to room 35

2025-26 Planned Improvements:

- Kitchen air conditioning (second round)
- HVAC improvements
- Fencing near room 40

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

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

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.

Campus Description	
Year Built	1922
Acreage	--
Square Footage	--
	Quantity
Permanent Classrooms	34
Portable Classrooms	15
Restrooms (Sets)	4
Multipurpose Room/Gym	1
Band Room	1
Cafeteria with Stage	1
Computer Lab	1
Literacy Center	1
Gym with Locker Rooms	1
Science Labs	2
Staff Lounge/Teacher Workroom	1
Wellness Center	1
Outdoor Covered Patio	1

Deferred Maintenance

Isbell Middle School had deferred maintenance projects completed in 2024-25 in the amount of \$5,567. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for fencing and gate repairs, window covers, and outdoor basketball asphalt repairs.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Isbell Middle in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2026.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: November 3, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>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.</i>				

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 3, 2025. 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 2025-26 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.

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.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	9.16	9.04	9.00
% Students Expelled	0.19	0.00	0.15
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group

2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	9.0	0.15
Female	6.2	0.0
Male	11.6	0.3
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	8.4	0.16
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	21.4	0.0
English Learners	10.8	0.0
Foster Youth	0.0	0.0
Homeless	12.2	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	9.5	0.17
Students with Disabilities	12.6	0.74

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size Distribution

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

Average Class Size and Class Size Distribution

Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
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
2024-25				
English	25.0	6	19	1
Math	26.0	5	18	1
Science	25.0	5	20	
Social Science	26.0	4	20	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

***"Other" category, if applicable, is for multi-grade level classes.

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, Robotics, 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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Isbell Middle School for the 2024-25 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."

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	667	655	109	16.6
Female	323	315	49	15.6
Male	344	340	60	17.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	632	620	96	15.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	28	28	9	32.1
English Learners	166	160	29	18.1
Foster Youth	--	--	--	--
Homeless	74	74	23	31.1
Migrant Services	16	16	0	0.0
Socioeconomically Disadvantaged	581	573	97	16.9
Students with Disabilities	135	134	33	24.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024-25 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 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the staff development training shown in the adjacent chart:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
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 Math Training • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing 	
2025-26	2 days
<ul style="list-style-type: none"> • AMIRA Reading • Twig Science • PK/TK Math Labs • Cognitively Guided Instruction (CGI) • Classroom Management • Literacy, ELPAC Assessment, and Integrated ELD Strategies • English 3D Training • Benchmark/Performance Matters • CAASPP Alignment • Standards Map 	

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

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

Instructional Materials

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

On September 24, 2025, 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 2025-26:5 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 2025-26 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.

Specialized Instruction

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

Special Education

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

English Language Learners (Emergent Bilinguals)

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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	McGraw Hill: <i>Study Sync</i>	Yes	0%
2010	Pearson Longman ELT	Yes	0%
History-Social Science			
2019	TCI: <i>History Alive</i>	Yes	0%
2019	McGraw Hill: <i>US History & Geography, Growth and Conflict</i>	Yes	0%
Mathematics			
2016	CPM Educational Program (CC 1, 2 & 3)	Yes	0%
Science			
2022	McGraw Hill: <i>California Inspire Science</i>	Yes	0%
Foreign Language			
2023	Vista Higher Learning: <i>Descubre I</i>	Yes	0%
2023	Vista Higher Learning: <i>Perspectivas</i>	Yes	0%

Professional Staff

Teacher Preparation and Credentials

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

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	31.4	0.0	0.5	1.4	0.8	34.2
School %	92.05	0.0	1.46	4.12	2.34	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	50.9	2.0	0.4	0.5	1.1	55.0
School %	92.55	3.63	0.82	0.91	2.07	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	44.9	0.5	2.0	0.2	1.5	49.2
School %	91.33	1.02	4.06	0.53	3.05	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

**Teachers Without Credentials and Misassignments
(Considered “Ineffective” under ESSA)**

Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	2.0	0.4	0.5
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	0.4	0.5

**Credentialed Teachers Assigned Out-of-Field
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	1.0
Local Assignment Options	0.2	0.5	0.4
Total Out-of-Field Teachers	0.2	0.5	1.4

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.9	1.0	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	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>.

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 & Other Support Staff
(Nonteaching Professional Staff)**

2024-25

	No. of Staff	FTE
Academic Counselor	2	2.0
Counselor	1	1.0
Library Clerk	1	1.0
Occupational Therapist	1	As Needed
Nurse	1	1.0
Psychologist	1	1.0
Speech Therapist	1	1.0
Mental Health Counselor	1	1.0

Note: 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.

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$14,771	N/A	N/A	N/A	N/A
Restricted	\$4,345	N/A	N/A	N/A	N/A
Unrestricted	\$10,426	\$8,987	116.0%	\$11,146	93.5%
Avg Teacher Salary	\$108,054	\$97,134	111.2%	\$92,686	116.6%

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

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

For the 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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 and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

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.