

Santa Paula Unified School District

School Plan for Student Achievement



Isbell Middle School

Academy of College and Careers

56 76828 6055594

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Revised July 2026

Fiscal Year 2026-2027

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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 _____.

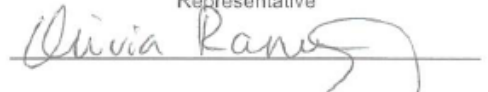
Recommendations and Assurances

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



- 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: May 7, 2026

Attested:



Dr. James Jenkins, Principal

SSC Chairperson

5-7-2026

Date

5-8-2026

Date

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
Dr. James Jenkins	X				
Gloria DeCandia		X			
Alexis Fernandez		X			
Jessica Hays		X			
Sarah Edwards		X			
Jessie Prado			X		
Crystal Carrillo				X	
Jesus Palencia				X	
Martha Mata				X	
Melody Solae Banderas					X
Isabella Valdivia					X
America Vazquez					X
Number of members in each category	1	4	1	3	3

English Language Advisory Council (ELAC) Membership

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

Name of Members	Assistant Principal	Certificated Staff	Other Staff Member	Parents/Guardians of English Learners	Other
Olivia Ramirez	X				
Maria Cabrera				X	
Maria Leonardo				X	
Denisse R. Ortiz				X	
Jesus Palencia				X	
Patricia Palencia				X	
Carmen Rios				X	
Yadira Ocampo Ruiz				X	
Number of members in each category	1			7	

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

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

District information

District Profile

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

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

SANTA PAULA UNIFIED SCHOOL DISTRICT
LCAP Summary 2026–2027
Local Control and Accountability Plan
**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 by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.

STATE PRIORITIES ADDRESSED

- | | |
|---|--|
| <ul style="list-style-type: none"> 1 Basic Services or Basic Conditions at Schools 3 Parent Engagement 5 Student Engagement 7 Access to a Broad Course of Study | <ul style="list-style-type: none"> 2 Implementation of State Academic Standards 4 Student Achievement 6 School Climate 8 Outcomes in a Broad Course of Study |
|---|--|

GOAL 1 College, Career & Life Readiness

The 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. Progress is measured by the key performance indicators in Metrics — Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Directors of Elementary & Secondary
- P1d TK and K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Support
- P1g ELD Task Force
- P1h Newcomer Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips — Standards Aligned K-6 / University (6,8, & 10)
- 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 3 Engagement, Family Partnership & Climate

Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs.

- P3a Support Educational Outcomes / Development of Academies
- P3b STEAM TOSA
- P3c Mentoring Program
- P3d Restorative Justice
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g Wellness Center Support
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS/Attendance

GOAL 2 Literacy & Math Proficiency

The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Itinerant Academic Support Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Supplemental Math & Science Resources
- P2e Reading Supports (K-6)

GOAL 4 Equitable Conditions for Learning

The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities.

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

GOAL 5 Renaissance HS — Student Stability

With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%.

- P5a Implement a Multi-Tier System of Supports

GOAL 6 Outreach & Attendance Support

Provide outreach support services to improve student attendance, engagement, and stability.

- P6a Community School Outreach Coordinator

LEARN MORE—The full Local control and Accountability Plan, including metrics, goals and budgeted actions for each priority, is available on the district website, www.santapaulausd.org

School Information

School Profile

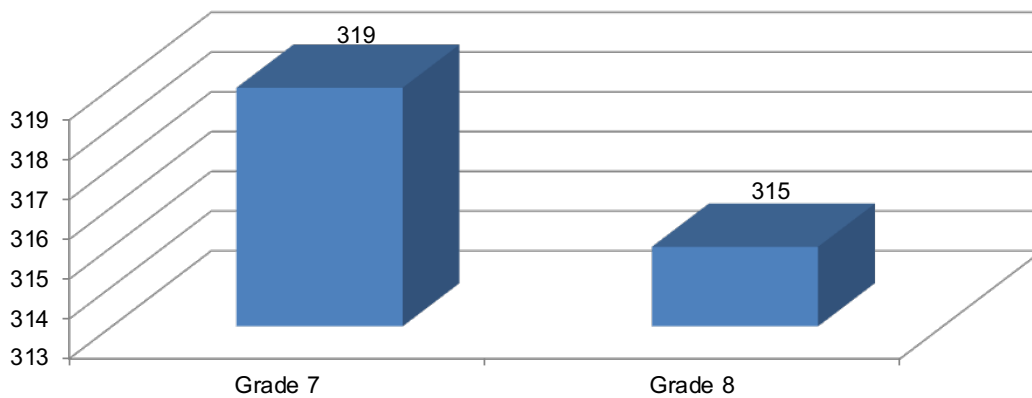
Isbell Middle School is located in the city of Santa Paula and serves students in grades seven through eight, and is the only middle school in the district. In the 2025-2026 school year, 613 students were enrolled, including 18.9% qualifying for English Language Learner support, 82.5% socioeconomically disadvantaged, 17.8% students with disabilities, 3.1% migrant, 10.1% 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.

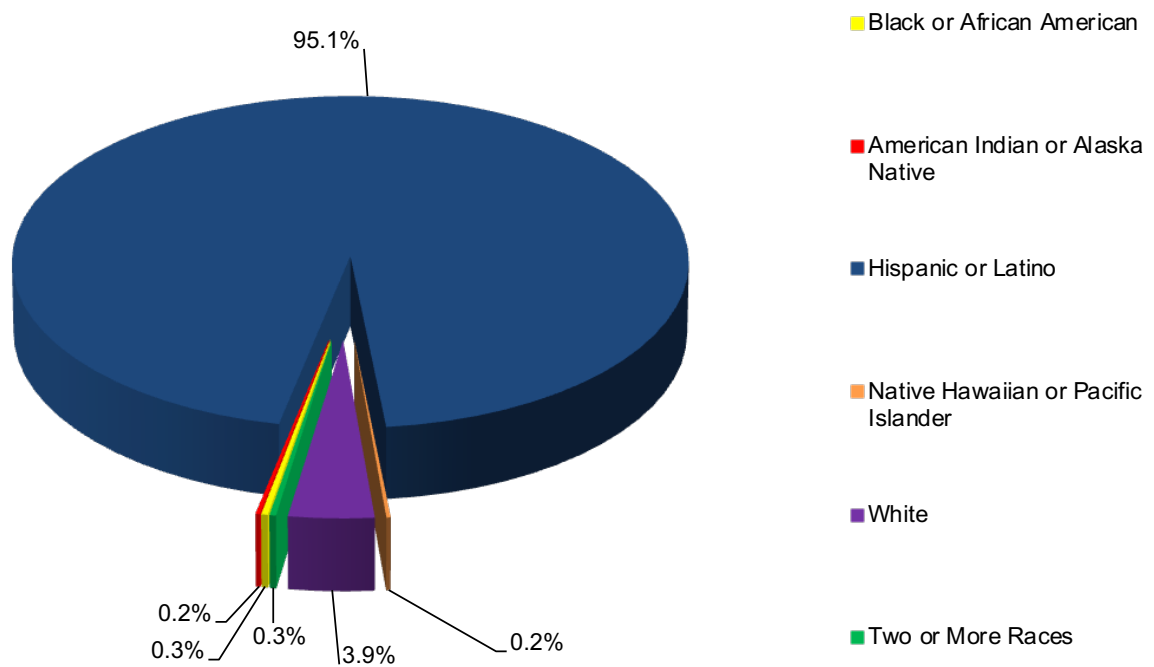
Student Enrollment by Grade

Source: Data Quest 2025-2026



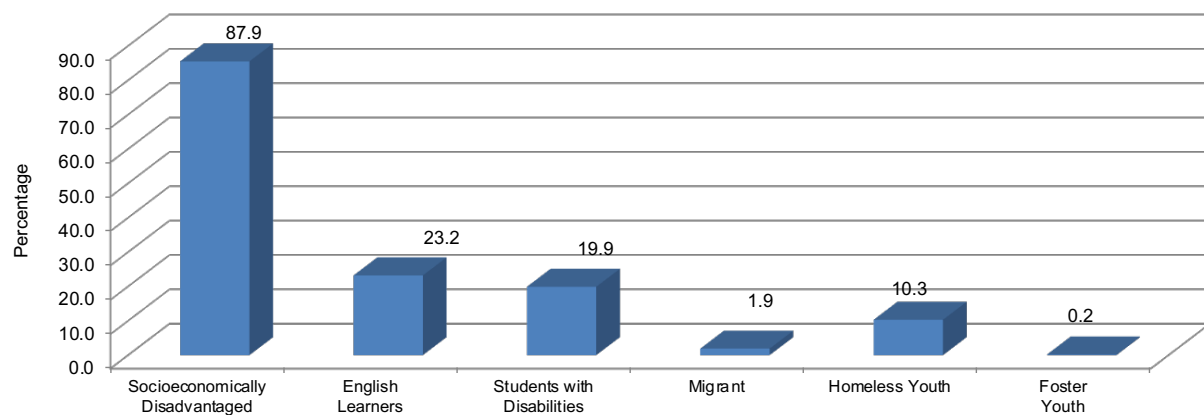
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



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 2026-2027 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 lifestyles 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	May 7, 2026	

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 2026–27 Single Plan for Student Achievement (SPSA) aligns with the requirements of the Every Student Succeeds Act (ESSA) and the Santa Paula Unified School District's Local Control and Accountability Plan (LCAP). Grounded in equity, accountability, and inclusion, the plan focuses on improving student achievement in English Language Arts (ELA) and mathematics through targeted interventions, data-driven instructional practices, and expanded learning opportunities. It also emphasizes maintaining a safe and supportive learning environment, strengthening collaboration and communication with families and stakeholders, and addressing the academic and social-emotional needs of multilingual learners, students with disabilities, and all students to foster a positive 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)	10/1, 12/3, 2/25, 4/1, 5/13
School Site Council (SSC)	10/8, 12/10, 3/4, 4/8, 5/6
Instructional Leadership Team (ILT)	10/5, 11/30, 2/1, 4/19, 5/24
Faculty Meeting	9/14, 10/26, 11/16, 1/25, 3/1, 4/26, 5/17

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.

The following indicators by area show those student groups in the Red or Orange categories:

English Language Arts

Red – English Learners, Homeless & Students with Disabilities

Orange – Hispanic, Long-Term English Learners & Socioeconomically Disadvantaged

Mathematics

Red – Homeless

Orange – English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged & Students with Disabilities

Chronic Absenteeism

Red – Homeless, Long-Term English Learners & Students with Disabilities

Orange – English Learners & Socioeconomically Disadvantaged

Suspension Rate

Red – Homeless, Long-Term English Learners & Students with Disabilities

Orange – English Learners, Hispanic & Socioeconomically Disadvantaged

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 performance on the California School Dashboard English Language Arts and Mathematics indicators by reducing the number of students performing below standard and increasing the percentage of students meeting or exceeding standards through equitable, standards-aligned instruction and research-based instructional strategies.

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 Santa Paula Unified School District's LCAP Goal #2, ensuring all students achieve grade-level proficiency in English Language Arts and Mathematics. California School Dashboard data show persistent achievement gaps among student groups. In ELA, English Learners, Homeless students, and Students with Disabilities performed in the Red level, while Hispanic students, Long-Term English Learners, and Socioeconomically Disadvantaged students performed in the Orange level. In Mathematics, Homeless students performed in the Red level, while English Learners, Hispanic students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities performed in the Orange level. Although most Annual Measurable Outcomes were met, 7th-grade Mathematics remains an area of need. During the 2026–2027 school year, Isbell Middle School will continue strengthening standards-aligned instruction, professional development, and the implementation of AVID WICOR strategies to support equitable access and improved academic outcomes for all students.

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	28.62% met or exceeded	40% met or exceeded
CAASPP ELA 8th grade data	30.57% met or exceeded	40% met or exceeded
CAASPP Math 7th grade data	16.88% met or exceeded	30% met or exceeded
CAASPP Math 8th grade data	16.78% met or exceeded	30% met or exceeded

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	MTSS-aligned extended learning (before-/after-school and Saturday School) targeting ELA and Math skill gaps, with placement and progress monitored using classroom, ELPAC, and CAASPP data.	Students identified as not meeting grade-level standards in ELA and/or Math, including English Learners and other targeted subgroups.	\$25,000 + \$5,579 fringes = \$30,579	Title I
2	Professional development for teachers and instructional assistants focused on standards-based instruction, intervention strategies, formative data use, and supports for English Learners and students needing additional academic support.	All students.	\$2,500 (Title I) \$1,500 (LCAP) = \$4,000	Title I, LCAP
3	Teacher collaboration and planning time to develop standards-based lessons, common assessments, analyze	All students.	\$3,000 + \$669.51 fringes = \$3,670	Title I

	student data, plan interventions, and confer with students, supported by extra duty pay or release time with substitutes.			
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ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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 targeted instructional strategies, professional development, and focused interventions supporting core instruction and student needs. Teachers delivered standards-aligned, differentiated instruction, while at-risk students—including English learners and students with disabilities—received small-group and individualized support in ELA and Math. Additional support was provided through extended learning opportunities after school and during lunch.

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: While initially budgeted under specific allocations, professional development was funded through both Title I and LCAP, allowing greater flexibility to extend opportunities to all teachers through workshops, conferences, and training materials.

Data Analysis and Collaboration: Although originally planned as extra duty or release time, data analysis occurred within ongoing PLC collaboration meetings, enabling real-time review of student performance and instructional adjustments without additional cost. The development of new benchmark assessments limited the availability of data during this period.

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 place of “Data Chat”, time will be used for teacher collaboration to plan and sequence standards-based lessons and units, analyze student progress toward mastery, design targeted interventions, and confer individually with students on academic goals. Additionally, grading practices have been revised to a 90/10 model, placing greater emphasis on assessments and standards mastery.

Goal 2:

Increase family engagement and student participation by expanding enrichment opportunities and fostering a welcoming, inclusive, and efficient school environment that supports students, families, 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 shows that a positive school climate and strong family engagement support improved attendance, student achievement, and reduced disciplinary outcomes. California School Dashboard data indicate that, in Chronic Absenteeism, Homeless students, Long-Term English Learners, and Students with Disabilities performed in the Red level, while English Learners and Socioeconomically Disadvantaged students performed in the Orange level. In Suspension Rate, Homeless students, Long-Term English Learners, and Students with Disabilities performed in the Red level, while English Learners, Hispanic students, and Socioeconomically Disadvantaged students performed in the Orange level. During the 2026–2027 school year, Isbell Middle School Academy of College and Careers will continue strengthening family-school partnerships, expanding student supports, and leveraging the new Parent Resource Center to improve engagement, attendance, and school connectedness in alignment with the community school model.

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 24-25 / 90% of parents responded that school-home communication is good in 25-26	Maintain a 90% approval rating or increase it.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	A parent interest survey will identify topics for Parent Academy sessions, which will be embedded within existing and future events to increase participation.	All students.	\$1,691 (Title I) \$500 (Community Schools Grant) =\$2,191	Title I, Community Schools Grant
2	Virtual and in-person college and career readiness field trips, including costs for substitutes, admission, and transportation.	All students.	\$4,500 (Title I) \$3,000 (LCAP) =\$7,500	Title I, LCAP

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

With the addition of Wellness Wednesdays, Coffee with the Coordinator, and The Parent Academy, parent education opportunities increased to an average of 25 opportunities annually, exceeding the goal of 10 and demonstrating a strong commitment to family engagement. ELAC participation had a slight increase from an average of 3 participants to 4, remaining below the goal of 20, indicating a continued need for targeted outreach, scheduling adjustments, and incentives. "Coffee with the Principal" met the goal of 4 sessions per year, with an ongoing focus on increasing participation and engagement. ParentSquare communication remained consistent at 4–10 messages per month; however, increased efforts are needed to improve overall parent engagement with the platform. All grade levels met the goal of participating in at least one study trip annually, with opportunities to expand college and career-focused experiences. Parent survey data continues to indicate high satisfaction with school-home communication, maintaining approximately 90% or higher.

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

This strategy was implemented as planned, including the use of a parent interest survey to identify topics and the delivery of Parent Academy sessions embedded within existing events. While these efforts expanded parent education opportunities, overall participation remained a challenge. Attendance was likely impacted by scheduling conflicts with other school and district events, indicating a continued need to refine outreach and scheduling to better meet family availability.

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 2026–2027 school year, efforts will focus on strengthening existing systems and increasing parent engagement based on participation data and feedback. Resources will be prioritized to increase Parent Academy and ELAC participation, expand enrichment and college/career readiness opportunities, and enhance family engagement and leadership development.

Goal 3:

Strengthen academic and behavioral support systems to increase 8th-grade promotion rates, continue reducing suspensions and expulsions through proactive interventions, and foster a positive school culture in which all students feel engaged, supported, and connected.

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.

California School Dashboard and site-level data indicate steady improvement at Isbell Middle School; however, a cohort of 8th-grade students remains at risk of non-promotion due to academic performance gaps, behavioral challenges, and chronic absenteeism, particularly among emergent bilingual students, Long-Term English Learners (LTELs), and students with disabilities. Dashboard data also indicate that Long-Term English Learners' chronic absenteeism remains in the RED performance level, demonstrating the continued need for targeted attendance interventions and family engagement strategies. Although overall chronic absenteeism and suspension rates have declined over the past three years, continued proactive academic, behavioral, and attendance supports are necessary to sustain progress and increase 8th-grade promotion rates. During the 2026–2027 school year, Isbell Middle School will strengthen integrated support systems, including targeted academic interventions, restorative practices, attendance monitoring, and family partnerships, to further reduce suspensions, expulsions, and chronic absenteeism while fostering a positive school culture where all students feel engaged, supported, and connected.

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: Yellow (23-24) / Orange (24-25)	10% or less
California Data Dashboard	Suspension Rate Yellow (23-24) / Orange (24-25)	7% or less
Student Overall Grades	Students earning Honor Roll (25-26) Q1: 413, Q2: 382, Q3: 386.	400 or more each quarter

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Programs, assemblies, and events recognizing student academic and behavioral success, including costs for vendors, materials/supplies, substitutes, non-monetary rewards, and light refreshments.	All students.	\$3,000	Title I
2	Social-emotional supports, including a student store where students redeem earned tickets for approved items as incentives for academic improvement and positive behavior.	All students.	\$2,772	Title I
3	Professional development for certificated and classified staff on trauma-informed practices, including trauma-sensitive classrooms, de-escalation strategies, and schoolwide trauma-responsive supports.	All students.	\$1,774	Title I
4	Targeted attendance and engagement interventions for Long-Term English Learners (LTELs), including attendance monitoring, restorative check-ins, mentoring, family outreach, culturally responsive engagement activities, and	All students.	\$1,500	Title I

	academic support programs designed to reduce chronic absenteeism, improve school connectedness, and increase academic success and promotion rates.			
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ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

During the previous year, progress toward improving 8th-grade promotion rates, reducing suspensions and expulsions, and strengthening school culture was supported through targeted strategies and interventions. The school enhanced its culture through incentives tied to attendance, academic performance, and state testing, which contributed to increased student engagement and reductions in chronic absenteeism and suspensions. Attendance improved through consistent monitoring, targeted outreach, and incentives addressing barriers to regular attendance. Suspensions and expulsions decreased through proactive approaches, including restorative practices and positive behavior supports. While progress was made, 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 1-3 remains partially implemented due to ongoing staffing, time, site priority constraints, and the district's new and evolving vendor qualification requirements, which have created an additional barrier to full implementation. While targeted trauma-responsive supports and relationship-building practices for at-risk students continued, full schoolwide implementation was not achieved. This action will be carried forward as a priority in 2026–2027 to support full implementation and strengthen the school's multi-tiered systems of support. Overall, implemented actions contributed positively to school climate and student academic, behavioral, and social-emotional outcomes.

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 2026-2027 school year.

Goal 4:

Improve academic achievement by strengthening instructional supports for Emergent Bilingual students and students with disabilities through equitable, targeted, and standards-aligned practices.

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.

California School Dashboard data indicate that Emergent Bilingual students and students with disabilities remain in the Red performance level in English Language Arts, while Long-Term English Learners remain in the Orange performance level. In Mathematics, Emergent Bilingual students, Long-Term English Learners, and students with disabilities remain in the Orange performance level. Although some student groups demonstrated growth, achievement gaps persist, indicating a continued need for equitable, targeted, and standards-aligned instructional supports. During the 2026–2027 school year, Isbell Middle School Academy of College and Careers will strengthen instructional practices and interventions to improve academic outcomes for these student populations.

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 14 students were reclassified as Fluent English Proficient (RFEP) in 2024–2025, compared to 4 students in 2025–2026, indicating a continued need for targeted language development supports for Emergent Bilingual students.	Continue to increase the number of students who reclassify as Fluent English Proficient (RFEP) through targeted language development supports and effective instructional practices.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Interpreters for school events, meetings, and workshops.	All students.	\$1,000 + 368 fringes = \$1,368	Title I
2	Provide bilingual instructional aide support to strengthen designated and integrated English Language Development (ELD) and access to core instruction for emergent bilingual students, with prioritized support for newcomer students.	Emergent bilingual students.	\$27,392 and \$9,984 fringes = \$37,376	Title I
3	Provide professional learning opportunities for Special Education staff to strengthen instructional and intervention practices, including the potential use of consultant support to build staff capacity and improve student outcomes.	Special Education students.	\$2,000 (Title I) \$1,500 (LCAP) = \$3,000	Title I and LCAP

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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 focused on improving reclassification outcomes for Emergent Bilingual students through targeted language instruction, intervention supports, and ongoing progress monitoring. During the 2024–2025 school year, 14 students were reclassified as Fluent English Proficient (RFEP), compared to 4 students in 2025–2026. These results highlight the continued need for strengthened instructional supports, staff collaboration, and family engagement to increase student success in meeting reclassification criteria.

Progress Monitoring: Student progress toward IEP goals continues to improve, with an increase in goals met over the past three years. Isbell will continue strengthening collaboration between special education and general education staff while promoting greater family participation throughout the IEP process to support positive student outcomes.

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 budgeted actions. However, due to a decrease in the Title I allocation, the budget required revisions and subsequent approval by the School Site Council (SSC).

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 were no major changes that made this goal, the annual outcomes, metrics, or strategies/activities.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$92,730.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,500.00

Overall total of funds included for this school: **\$99,230.00**

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 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$92,730.00

Subtotal of additional federal funds included for this school: **\$92,730.00**

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 2026-2027 Allocation	\$6,000.00
Community Schools Grant 2026-2027 Allocation	\$500.00

Subtotal of state or local funds included for this school: **\$6,500.00**

Total of federal, state, and/or local funds for this school: **\$99,230.00**

Title I Allocations – 2026-2027

2026-27 Title 1 Budget Name of School: Isbell Middle School

		Resource	Title I	Remarks
		Allocation: 26-27	\$92,730.00	includes \$1,691.00 parent involment
		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 (1,368), 4.2 (9,984)
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	7,272.00	Goal 3.1 (\$3,000), 3.2 (\$2,772), 3.4 (\$1,500)
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	1,691.00	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	1000	Travel / Conf. – Teachers	4,500	Goal 1.2 (2,500), 4.3 (2,000)
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	1,774.00	Goal 3.3
5850	1000	Study Trips	4,500.00	Goal 2.2
5860	1000	Transportation		
Total Spent			\$92,730.00	
Available Balance			0.00	

SSC Chair Signature: 

Date: _____

Principal Signature: _____

Date: _____

References

2024-2025 CAASPP – Grade7 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy 2024-25						
	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	311	304	304	7.57%	21.05%	27.96%	43.42%
Male	158	152	152	4.61%	14.47%	25.66%	55.26%
Female	153	152	152	10.53%	27.63%	30.26%	31.58%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	295	289	289	7.27%	20.76%	28.72%	43.25%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	13	12	12	16.67%	33.33%	0.00%	50.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	271	264	264	7.20%	20.08%	27.27%	45.45%
English Learners	75	71	71	0.00%	2.82%	21.13%	76.06%
Students with Disabilities	53	51	51	0.00%	3.92%	25.49%	70.59%
Migrant Education	6	6	6	*	*	*	*
Homeless Youth	33	30	30	10.00%	10.00%	26.67%	53.33%

	Mathematics 2024-25						
	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	311	308	308	5.52%	11.36%	25.65%	57.47%
Male	158	155	155	8.39%	8.39%	21.94%	61.29%
Female	153	153	153	2.61%	14.38%	29.41%	53.59%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	295	292	292	5.14%	10.96%	26.37%	57.53%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	13	13	13	15.38%	23.08%	7.69%	53.85%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	271	268	268	5.22%	10.82%	25.00%	58.96%
English Learners	75	75	75	1.33%	1.33%	9.33%	88.00%
Students with Disabilities	53	51	51	0.00%	1.96%	11.76%	86.27%
Migrant Education	6	6	6	*	*	*	*
Homeless Youth	33	33	33	6.06%	6.06%	21.21%	66.67%

2024-2025 CAASPP – Grade 8 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	305	301	301	6.98%	23.59%	27.57%	41.86%
Male	160	156	156	6.41%	23.08%	26.28%	44.23%
Female	145	145	145	7.59%	24.14%	28.97%	39.31%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	291	287	287	6.97%	23.69%	27.53%	41.81%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	12	12	12	8.33%	8.33%	33.33%	50.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	265	261	261	6.90%	22.99%	26.82%	43.30%
English Learners	48	46	46	0.00%	6.52%	26.09%	67.39%
Students with Disabilities	59	59	59	0.00%	8.47%	23.73%	67.80%
Migrant Education	7	7	7	*	*	*	*
Homeless Youth	33	32	32	0.00%	9.38%	34.38%	56.25%

	Mathematics						
	2024-25						
	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	306	304	304	3.95%	12.83%	24.67%	58.55%
Male	160	158	158	5.06%	14.56%	22.78%	57.59%
Female	146	146	146	2.74%	10.96%	26.71%	59.59%
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	291	289	289	3.81%	13.15%	24.22%	58.82%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	12	12	12	8.33%	0.00%	33.33%	58.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	266	264	264	3.03%	14.02%	24.24%	58.71%
English Learners	48	48	48	0.00%	4.17%	6.25%	89.58%
Students with Disabilities	59	59	59	3.39%	1.69%	13.56%	81.36%
Migrant Education	7	7	7	*	*	*	*
Homeless Youth	33	32	32	3.13%	3.13%	15.63%	78.13%

School-Parent/Home Compact**ISELL MIDDLE SCHOOL****“Isbell Academy of College and Careers”****School-Parent-Student Compact****2026-2027**

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 state academic standards.
- Isbell staff will work together through programs such as School Site Council, ELAC, and monthly parent meetings.
- Isbell will encourage students to work hard and develop 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 regarding the academic progress of their child.
- Isbell will provide information to parents in a language they understand.
- Isbell will invite all parents to monthly informational meetings where school information, school planning, and parent education will occur.

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 ensure their student attends 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 academic and professional goals.
- Parents/Guardians will attend Parent Connect training 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 classes on time.
- Students will participate in Parent-Teacher-Student conferences and inform their families about school activities and events.
- Students will complete classwork and homework assignments on time and ask for help when needed.
- Students will discuss report card grades, academic assessment results, and academic goals with their families.
- Students will treat parents, school staff, 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**

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

I. Engagement of Parents in the Title I Program

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

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

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

II. School-Parent Compact

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

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

III. Building Capacity for Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. Accessibility

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

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

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

Parent Involvement Calendar

Isbell Middle School welcomes and encourages parent involvement at the many school functions throughout the year. The calendar below identifies many of the activities during the 2024–2025 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they may contact the principal, their child's teacher, or any school office staff member for more information.

Proposed Parent Engagement Events for 2026-2027

August • Registration Information Evening September • Coffee with the Principal • Back to School Night • Car Show • English Language Advisory Committee (ELAC) • Wellness Wednesday October • Coffee with the Principal • Wellness Wednesday • 100yr Celebration • Día de los Muertos • Parent Academy • School Site Council • Partnership Dinner November • Coffee with the Principal • Wellness Wednesday • English Language Advisory Committee (ELAC) December • 2nd Quarter Awards • Wellness Wednesday • Parent Academy • Winter Band Concert • School Site Council January • English Language Advisory Committee (ELAC) • Wellness Wednesday	February • Coffee with the Principal • Wellness Wednesday • Parent Academy • School Site Council March • English Language Advisory Committee (ELAC) • 3rd Quarter Awards • Wellness Wednesday April • Wellness Wednesday • Parent Academy • Earth Day • Scholastic Book Fair • School Site Council May • Coffee with the Principal • Wellness Wednesday • School Site Council • 8th Grade Awards Night • 4th Quarter Awards • Spring Band Concert June • Promotion Ceremony
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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 2026-2027 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

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

Board of Trustees

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EL Services & Community Engagement

Ms. Lori Toms
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 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%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

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
• Project Based Learning with Trevor Muir • CPM Math Training • Active Intruder Training	
2024-25	2 days
• CPM Math Training • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing	
2025-26	2 days
• 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
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.						

**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%

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

SARC Data

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.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**

221 S. 4th Street • Santa Paula, CA 93060
 Phone • (805) 933.8880 Fax • (805) 933.6582

Dr. James Jenkins, Principal

Assistant Principals: Darren Hicks and Olivia Ramirez



**School Site Council Bylaws
2026-2027**

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.