



ISBELL MIDDLE SCHOOL

221 South 4th Street • Santa Paula, CA 93060 • (805) 933-8880 • Grades 6-8
Melissa Guerra, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2021-22 ACTIVITY PUBLISHED IN 2022-23

Principal's Message

Isbell Middle School is home to the Condors! We provide a safe and nurturing environment for our students and staff. It is our firm belief that all students can learn at high levels when provided with targeted instruction that meets their diverse needs. We are determined to provide our students with meaningful instructional activities that encourage creativity, divergent thinking, responsibility, problem-solving and decision-making skills. We believe that all students have the right to learn with confidence and positive self-esteem. We carry out our duties with pride and professionalism. As educators, we subscribe to the ideal of lifelong learning, and the continual growth of our students, parents and staff. We consistently look for opportunities to engage our parents and community in collaborative activities to increase student achievement, confidence and success. Throughout the pandemic, we have provided direct instruction via distance learning. Once we returned to in-person learning, we have provided targeted intervention and social emotional support to all of our students and their families.

School Mission Statement

The mission of Isbell Middle School is to engage students in an academically rigorous learning environment that promotes positive relationships and growth mindsets through collaborative communities and self-discipline, resulting in college and career readiness for our technology-rich and culturally diverse global society.

School Vision Statement

Building academic and social pathways for college and careers!

District & School Description

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12.

The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

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.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.5%	Grade 6	346
Male	49.5%	Grade 7	349
Non-Binary	0.1%	Grade 8	356
American Indian or Alaskan Native	0.3%		
Asian	0.0%		
Black or African American	0.0%		
Filipino	0.6%		
Hispanic or Latino	96.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.3%		
White	2.5%		
English Learners	34.9%		
Foster Youth	0.3%		
Homeless	6.4%		
Migrant	1.3%		
Socioeconomically Disadvantaged	84.6%		
Students with Disabilities	18.1%		
		Total Enrollment	1,051

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

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in December 2022.

Isbell Middle School

During the 2021-22 school year, Isbell Middle served 1,051 students in grades 6-8. Student enrollment included 34.9% qualifying for English learner support, 18.1% students identified with a disability, 84.6% enrolled in the Free or Reduced Price Meal program, 1.3% migrant, 0.3% foster youth, and 6.4% homeless youth.

Local Control Accountability Plan (LCAP)

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

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

- Degree to which teachers are appropriated 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 encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
District Migrant Education Advisory Committee
Parent District Advisory Committee (PDAC)
Parents for Isbell (P4I) PTA
School Site Council

School Activities

Athletic Events
Back to School Night
Band Concerts
Design Day Town Hall Event
Dia De Los Muertos Celebration
Family Lunch
Parent Workshops
RFEP Celebration Night
Super Star Condor Student of the Month Assembly

School News

Parents stay informed on upcoming events and school activities through school marquee, letters, morning message, the school website, and ParentSquare. Contact the principal or any school office member at (805) 933-8880 for more information on how to become involved in your child's learning environment.

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	IMS		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	NT	7.29	NT	14.33	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2021-22

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	355	343	96.62	3.38	7.29
Female	177	168	94.92	5.08	5.95
Male	178	175	98.31	1.69	8.57
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	341	331	97.07	2.93	6.95
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	94	96.91	3.09	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	307	295	96.09	3.91	5.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	50	89.29	10.71	0

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2021-22**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	1048	1019	97.23	2.77	27.53	1048	1020	97.33	2.67	12.65
Female	528	509	96.4	3.6	33.73	528	509	96.4	3.6	11.39
Male	520	510	98.08	1.92	21.37	520	511	98.27	1.73	13.89
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1005	978	97.31	2.69	27.46	1005	979	97.41	2.59	12.56
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	28	28	100	0	39.29	28	28	100	0	21.43
English Learners	311	303	97.43	2.57	4.98	311	302	97.11	2.89	2.32
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	12	12	100	0	25	12	12	100	0	0
Socioeconomically Disadvantaged	920	892	96.96	3.04	25.84	920	895	97.28	2.72	11.73
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	191	178	93.19	6.81	7.87	191	181	94.76	5.24	5.52

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

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11**

Percentage of Students Meeting or Exceeding the State Standards

	IMS		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	28	N/A	30	N/A	47
Mathematics	N/A	13	N/A	16	N/A	33

calculate the achievement level percentages. The achievement level percentages are calculated

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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's divided by the total number of students who participated in both assessments.

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).

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/.

California Physical Fitness Test Results

2021-22

% of Students Tested

Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Seventh	96.0%	96.0%	96.0%	96.0%	96.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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/pf/.

School Facilities & Safety

Isbell Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1922; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the lead custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and three evening custodians are assigned to Isbell Middle. The day custodian is responsible for:

- Cafeteria cleaning
- Classroom cleaning
- Common use area cleaning
- Lunch area setup and cleaning
- Restroom cleaning
- Trash removal

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

- Cafeteria cleaning
- Classroom cleaning
- Event setup/tear down
- Maintain and repair items when needed
- Office area cleaning
- Restroom cleaning
- Waxing of floors (every six weeks)

Administration communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1922
	Quantity
# of Permanent Classrooms	34
# of Portable Classrooms	15
# of Restrooms (student use)	4 sets
Band Room	1
Cafeteria with Stage	1
Computer Lab	1
Literacy Center	1
Multipurpose Room/Gym	1
Outdoor Covered Patio	1
Gym with Locker Rooms	1
Science Lab	2
Staff Lounge/Teacher Work Room	1
Wellness Center	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Isbell Middle in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2023.

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Isbell Middle School took place on August 18, 2022. 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 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, throughout the day for breaks and lunch time, and at the end of day at dismissal, administration and campus security officers monitor student behavior to ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, present their state issued ID which will be run through the Raptor system in order to obtain and wear a visitor's badge. They must then return to the school office upon departure.

Classroom Environment

Discipline & Climate for Learning

Students at Isbell Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Isbell Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year by 1) Enrollment packet; 2) Student Agenda for daily reference by parents and students; 3) Presentations by administration are given to all PE classes within the first month of the fall semester; 4) A review presentation is provided to students in select PE classes within the first two weeks of the spring semester in February; 5) One assembly per quarter to celebrate those students who are doing well academically; 6) Condor cash to be spent at the student store; 7) An informal eighth grade parent meeting discussing discipline policies and requirements for eligibility to participate in activities such as Magic Mountain Day, the Promotion Ceremony, and school dance.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. Isbell Middle School specializes in academics, the "arts," and seasonal sports. Isbell Middle School students participate in AVID, Band, boys and girls basketball, cross country, wrestling, and volleyball. Before, during, and after school intervention is offered to students who need additional assistance with their school work.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
August 18, 2022				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External				✓ Room 26 - Replace a small section of siding that is weathered; Playground - Basketball courts need to be cracked, filled, and stripped
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1099	1080	327	30.3
Female	557	548	168	30.7
Male	542	532	159	29.9
American Indian or Alaska Native	3	3	0	0
Asian	2	1	1	100
Black or African American	1	0	0	0
Filipino	7	7	1	14.3
Hispanic or Latino	1050	1035	311	30
Native Hawaiian or Pacific Islander				
Two or More Races	4	4	2	50
White	32	30	12	40
English Learners	385	380	113	29.7
Foster Youth	4	3	2	66.7
Homeless	71	71	20	28.2
Socioeconomically Disadvantaged	965	954	288	30.2
Students Receiving Migrant Education Services	16	16	4	25
Students with Disabilities	207	201	75	37.3

Suspensions and Expulsions

	IMS			SPUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	11.50%	0.00%	10.10%	5.66%	0.02%	3.17%	0.00%	0.20%	N/A
Expulsions	0.16%	0.00%	0.64%	0.04%	0.00%	0.07%	0.00%	0.00%	N/A

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.10%	0.64%
Female	6.82%	0.72%
Male	13.47%	0.55%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	10.10%	0.67%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	12.50%	0.00%
English Learners	12.21%	0.52%
Foster Youth	0.00%	0.00%
Homeless	8.45%	0.00%
Socioeconomically Disadvantaged	10.05%	0.62%
Students Receiving Migrant Education Services	6.25%	0.00%
Students with Disabilities	13.53%	0.97%

Honors Classes

Students who qualify academically can enroll in Honors classes at Isbell Middle School. Each year the school holds an Honors Information Night that both students and parents are invited to attend.

Average Class Size and Class Size Distribution

Subject	2019-20				
	Average Class Size	Number of Classes*			
		1-22	23-32	33+	
English	25.0	13	23	4	
Math	23.0	16	19	3	
Science	26.0	7	23	4	
Social Science	27.0	6	21	5	
Subject	2020-21				
	English	21.0	11	11	
	Math	25.0	1	13	
	Science	19.0	11	11	
Social Science	26.0		13		
Subject	2021-22				
	English	26.0	6	18	4
	Math	24.0	6	22	1
	Science	24.0	7	22	2
	Social Science	26.0	5	20	3

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

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Isbell Middle School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c) (1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2021-22 staff development on early release days and at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- CLU CLRP Program
- Social Emotional Learning

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District provided the following staff development training:

Student Recognition Programs

Isbell Middle School recognizes students for their achievement through certificates, ribbons, prizes, and various other awards given to students at assemblies and special presentations throughout the school year. Isbell Middle School has a staff whose members adhere to a tradition of motivating students throughout the year with classroom incentives such as specific verbal praise, tangible rewards, and certificates; however, official, schoolwide recognition of student achievement is carried out at the annual Awards Night held in early June. In addition, we award 12 students "student of the month" every month with a small award ceremony inviting parents to take part in the celebration.

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.

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

Year	Days
2020-21	0 days
<ul style="list-style-type: none"> CALLI Edgenuity Training Freckle - ELA and Math iLit Training Learning Management Platforms (Google Enterprise) 	
2021-22	0 days
<ul style="list-style-type: none"> Freckle Q&A NGSS Adoption English Language Development MDTP Overview GMM Overview CPM Teacher Support Training 	
2022-23	0 days
<ul style="list-style-type: none"> CORE Learning - Literacy Services CGI Math - Teacher Learning Center Report Card Entry Training for Q EL Shadowing 	

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 August 24, 2022, 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 2022-23:02 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

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%

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 2022-2023 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.

Due to the school closures in March of 2020 and the ongoing pandemic, the District did not pilot and adopt new Science Curriculum for grades 6-8. For the 2020-2021 school year, the District purchased supplemental materials in Science for grades 6-8 to support the transition to new California Standards through Distance Learning. Santa Paula Unified School District is currently in the middle of an adoption process during this 2021-2022 school year. Grades 6-8 piloted Discovery Education science material in Fall 2021 and McGraw Hill in Spring 2022. SPUSD plans to make a decision and recommendation to the board in Spring of 2022.

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

Isbell Middle School provides students identified as English Language Learners (EL) with a period of English Language Development (ELD) instruction as well as providing integrated ELD in all other content courses. All teachers have either a CLAD or BCLAD credential or certificate.

At Risk Interventions

Isbell Middle School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by offering before, during, and after school intervention classes, the migrant education program, and the ASPIRE (After School Program for Instruction, Reading & Enrichment) program.

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

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

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

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

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

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Professional Staff Support Services Staff

Isbell Middle provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Isbell Middle's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	3	3.0
Counselor	3	3.0
District Mental Health Counselor	As needed	
Health Clerk	1	1.0
Library Clerk	1	1.0
Nurse	1	1.0
Occupational Therapist	As needed	
Psychologist	2	2.0
Speech Therapist	1	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Credentials

The charts below 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.

Note: Data for the Teacher Preparation and Credentials charts will not be available until after February 1st per California Department of Education guidance. These charts will be updated once data is available.

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 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 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.)

Teacher and Administrative Salaries 2020-21		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,686	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://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.

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	IMS	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,990	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,809	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,181	7,630	94.1%	0	#DIV/0!
Average Teacher Salary	82,852	81,573	N/A	0	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2020-21 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)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education