



Tropico Middle School

3180 Mojave-Tropico Road • Rosamond, CA 93560 • (661) 256-5040 • Grades 6-8
S. Nat Adams, Principal
nadams@skusd.k12.ca.us
<http://www.skusd.k12.ca.us/domain/46>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560
(661) 256-5000
www.skusd.k12.ca.us

District Governing Board

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President

Larry Tanksley
Vice President

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Board member

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Jonathan Barth
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Associate Superintendent

Sheryl Taylor
Director of Special Education

Noemy Herrera
Director of Special Programs

Dan Wexler
**Director of IT and Curriculum
Support**

School Description

2019 District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation high school

Tropico Middle School will provide a school setting in which pupils attend regularly in a safe, orderly, and secure environment conducive to learning. Tropico Middle School will:

- Work collaboratively and cooperatively with parents, pupils, staff, administration, and community to provide a safe and orderly school.
- Develop an academic program that will focus on high expectations of pupil performance and behavior.
- Solicit participation from staff, parents, administration, and community to enhance the learning and physical environment of the school.
- Recognize that the backgrounds and needs of all students will be acknowledged, respected, and incorporated into school curriculum.
- Reflect an environment that nurtures integrity, respect, and responsibility, allowing students to be educated to their full potential.

Tropico Middle School Students Expectations:

- Safety: In all areas at all times
- Respectful: Of students and staff
- Integrity: In and out of the classroom and with all students and staff
- Responsible: For education, property, and actions
- Successful: In the classroom and in life

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	283
Grade 7	259
Grade 8	249
Total Enrollment	791

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.9
Asian	0.5
Filipino	0.5
Hispanic or Latino	55.8
Native Hawaiian or Pacific Islander	0.3
White	29.8
Two or More Races	3
Socioeconomically Disadvantaged	73.8
English Learners	15.2
Students with Disabilities	18
Foster Youth	1.5
Homeless	2.8

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Tropic Middle School	17-18	18-19	19-20
With Full Credential	39	39	38
Without Full Credential	6	6	5
Teaching Outside Subject Area of Competence	0	1	1

Teacher Credentials for Southern Kern Unified	17-18	18-19	19-20
With Full Credential	♦	♦	151
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Tropic Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	0	0	2

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Southern Kern Unified School District held a public hearing on October 2, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of November 2019.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Holt, McDougal Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Mathematics</p>	<p>Holt, McDougal Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>Science</p>	<p>Holt, McDougal Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
<p>History-Social Science</p>	<p>TCI Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tropico Middle School is comprised of 44 classrooms, a multipurpose room, library, staff lounge, and a gym and a cafeteria/multipurpose room. The facility strongly supports teaching and learning through its ample classroom space and school grounds.

Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms were fully functional.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 Damaged/missing tile on wall, 1 non-operational sink, 1 hand dryer not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ASPHALT CRUMBLING NEAR EDGES OF DRIVEWAY AGAINST CONCRETE SIDEWALK; POTENTIAL TRIP HAZARD
Overall Rating	Good	99.02%

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	29	29	33	50	50
Math	13	17	14	18	38	39

Note: 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	24.3	26.4	25.1

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	772	751	97.28	29.16
Male	385	371	96.36	24.53
Female	387	380	98.19	33.68
Black or African American	77	72	93.51	18.06
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	434	430	99.08	26.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	216	95.58	37.50
Two or More Races	19	18	94.74	38.89
Socioeconomically Disadvantaged	576	560	97.22	25.89
English Learners	185	185	100.00	23.78
Students with Disabilities	143	133	93.01	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	17	16	94.12	25.00
Homeless	28	24	85.71	14.29

Note: ELA 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 CAAs divided by the total number of students who participated in both assessments.

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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	771	747	96.89	16.87
Male	384	368	95.83	14.95
Female	387	379	97.93	18.73
Black or African American	76	70	92.11	10.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	434	428	98.62	15.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	216	95.58	19.91
Two or More Races	19	18	94.74	16.67
Socioeconomically Disadvantaged	575	558	97.04	14.52
English Learners	185	185	100.00	15.14
Students with Disabilities	143	132	92.31	3.79
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	16	15	93.75	13.33
Homeless	28	24	85.71	14.29

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parental involvement at Tropic. At the beginning of the school year parents are invited to "Back to School Night" which provides an opportunity for parents to become familiar with their child's school and teachers (Nat Adams/nadams@skusd.k12.ca.us). Parent conferences are held each year at the end of the first quarter (Nat Adams/nadams@skusd.k12.ca.us). Parents are welcome to visit classrooms with advanced arrangements. The School Site Council is an additional avenue for parental involvement (Nat Adams/nadams@skusd.k12.ca.us). The English Language Advisory Committee meets monthly (Lula Olmos/olmos@skusd.k12.ca.us) The Tropic staff encourages parents to volunteer and attend many different activities throughout the school year.

The Parent Portal is available for parents to monitor grades and attendance on a regular basis (Mike Shelman/mshelman@skusd.k12.ca.us). The Student Success Team process involves parents in assisting students when they are struggling with academics and/or behavior (Ida Janzen/ijanzen@skusd.k12.ca.us). In addition we offer the following: a spring parent orientation meeting for parents of incoming 6th grade students (Nat Adams/nadams@skusd.k12.ca.us); a New Student Orientation in early August (Nat Adams/nadams@skusd.k12.ca.us); Camp KEEP Parent Night; Awards ceremonies such as Student of the Month, Honor Roll, Academic Awards Ceremony and Athletic Awards Ceremony(Leticia Watts/lwatts@skusd.k12.ca.us)

State Priority: School Climate

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.

School Safety Plan

Tropico Middle School’s Comprehensive School Site Safety Plan is currently being revised. I was approved by the School Site Council last year. However, the School Board requested further revisions. A new template will be utilized for the 19-20 school year. This plan includes Positive Behavior Intervention and Support system, revised lock-down procedure, revised student accounting procedures, and revised emergency duty assignments. The purpose of the plan is to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the updated plan and staff members annually review the school site safety policies.

Southern Kern Unified School District has established Standards of Excellence. Among these standards are: “The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment” and “Facility and grounds cleanliness will meet district standards.” Tropico Middle School met these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lock down and shelter in place drills are held once a month. In the event of an emergency, the school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available in each room. The school is inspected regularly to ensure safety standards are met.

Students are supervised throughout the day by 7 Campus Safety Officers, two administrators, and 37 teachers. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.0	11.7	12.8
Expulsions Rate	0.1	1.0	0.8

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.5	6.3	7.1
Expulsions Rate	0.0	0.3	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	791.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	21	12	12		16	26	11		17	20	14	
Mathematics	17	9	4		16	24	11		15	24	10	
Science	20	8	14		17	21	9		16	19	13	
Social Science	21	8	12	1	18	17	12		17	17	13	

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	8

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. Specific programs in which TMS staff are being trained include Renaissance Learning, Read 180, System 44, Capturing Kids Hearts, Positive Prevention, Positive Behavior Intervention and Support, MTSS, Inclusion, Response to Intervention. These programs are being used to address deficiencies in reading and math, improving school/classroom environment, and providing a mainstreamed environment for Special Education students. Student achievement data is used to determine qualifying students for the academic interventions. Teachers receive in-class support from program representatives. New Special Education teachers receive IEP and CPI trainings. Summer training, staff meetings, conferences, and mentoring are all used to deliver staff development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,350	\$46,208
Mid-Range Teacher Salary	\$73,313	\$72,218
Highest Teacher Salary	\$91,397	\$92,742
Average Principal Salary (ES)	\$105,239	\$134,864
Average Principal Salary (MS)	\$119,427	\$118,220
Average Principal Salary (HS)	\$132,840	\$127,356
Superintendent Salary	\$198,156	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title II
- Title III
- Title I

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,433	\$638	\$9224	\$67862
District	N/A	N/A	9862	\$65,579
State	N/A	N/A	\$10,653	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.7	3.4
School Site/ State	-14.4	-17.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.