

Tropico Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

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 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.

2023-24 School Contact Information

School Name	Tropico Middle School
Street	3180 Mojave-Tropico Road
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5040
Principal	Ed Shevlin
Email Address	eshevlin@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/46
County-District-School (CDS) Code	15-63776-6010052

2023-24 District Contact Information

District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website	www.skusd.k12.ca.us

2023-24 School Description and Mission Statement

2023-24 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.

WE BELIEVE ...

that each day we have the opportunity to positively affect our students

that all students have the right to learn and be accepted.

that every student can learn and everyone is held to high expectations

that Tropico Middle School is inviting, safe, inclusive, and supportive of all.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	272
Grade 7	264

Grade 8	246
Total Enrollment	782

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.2%
American Indian or Alaska Native	0.1%
Asian	0.6%
Black or African American	10.1%
Filipino	1.2%
Hispanic or Latino	61%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	4.2%
White	22%
English Learners	15.9%
Foster Youth	1.3%
Homeless	5.6%
Socioeconomically Disadvantaged	80.8%
Students with Disabilities	18.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	68.19	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	11.07	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	9.16	12.30	7.60	11216.70	4.08

Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.77	8.80	5.43	12115.80	4.41
Unknown	2.70	7.72	6.10	3.79	18854.30	6.86
Total Teaching Positions	36.10	100.00	163.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	75.70	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.41	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	12.78	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.24	10.40	6.18	11953.10	4.28
Unknown	1.40	3.78	6.80	4.02	15831.90	5.67
Total Teaching Positions	37.00	100.00	169.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 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	2020-21	2021-22
Permits and Waivers	1.90	2.00
Misassignments	1.30	2.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.30	4.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.80	0.00

Local Assignment Options	0.50	0.80
Total Out-of-Field Teachers	1.30	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.5	4.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.9	4.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing on September 20, 2023, 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 teacher teams 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 September 2023.

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Learners: English 3D English/Language Arts: HMH into Literature 2020	Yes	0.0%
Mathematics	McGraw Hill Reveal Math Interactive Edition - 2020	Yes	0.0%
Science	TCI	Yes	0.0%
History-Social Science	National Geographic 2018	Yes	0.0%
Foreign Language	Spanish: Avancemos- 1a - 2010	Yes	0.0%

School Facility Conditions and Planned Improvements

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. Numerous adjustments have been made to satisfy COVID cleaning standards. The District has purchased an adequate amount of PPE for staff and students (should students return). The District has also purchased COVID required equipment

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.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	18	25	25	47	46
Mathematics (grades 3-8 and 11)	13	9	12	12	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	744	720	96.77	3.23	18.06
Female	340	327	96.18	3.82	22.63
Male	404	393	97.28	2.72	14.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	62	96.88	3.12	6.45
Filipino	--	--	--	--	--
Hispanic or Latino	461	447	96.96	3.04	16.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	29.41
White	168	160	95.24	4.76	21.25
English Learners	123	118	95.93	4.07	1.69
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	12.50
Military	35	34	97.14	2.86	17.65
Socioeconomically Disadvantaged	593	575	96.96	3.04	14.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	128	95.52	4.48	3.13

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	744	722	97.04	2.96	9.00
Female	340	328	96.47	3.53	8.23
Male	404	394	97.52	2.48	9.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	62	96.88	3.12	1.61
Filipino	--	--	--	--	--
Hispanic or Latino	461	449	97.40	2.60	9.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	2.94
White	168	160	95.24	4.76	11.25
English Learners	123	120	97.56	2.44	0.00
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	7.50
Military	35	34	97.14	2.86	8.82
Socioeconomically Disadvantaged	593	576	97.13	2.87	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	128	95.52	4.48	3.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.11	11.36	12.22	13.58	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	222	97.37	2.63	11.31
Female	107	103	96.26	3.74	9.71
Male	121	119	98.35	1.65	12.71
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	25	24	96.00	4.00	4.17
Filipino	--	--	--	--	--
Hispanic or Latino	133	130	97.74	2.26	9.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	13.33
White	51	49	96.08	3.92	18.37
English Learners	33	32	96.97	3.03	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	10.53
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	174	170	97.70	2.30	10.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	4.35

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	83.6	79.5	80.1	81.5	74.7

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Tropico.

- 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.
- Parent conferences are held each year at the end of the first quarter.
- Title 1 Parent Night is held to explain how TMS spend Title I Funding.
- Parents are typically welcome to visit classrooms with advanced arrangements.
- The School Site Council is an additional avenue for parental involvement and meets monthly.
- The English Language Advisory Committee meets monthly. Parents are encouraged to attend.
- The Tropico 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.
- ParentSquare is used to communicate with parents/guardians as well as parents/guardians to message staff.
- The Student Success Team process involves parents in assisting students when they are struggling with academics and/or behavior.
- The following events take place throughout the year and will depend on the current conditions of the COVID pandemic:
 - Spring parent orientation meeting for parents of incoming 6th grade students
 - Two Band/Choir concerts a year
 - New Student Orientation in early August
 - Camp KEEP Parent Night
 - Awards ceremonies such as Student of the Month, Honor Roll, Academic Awards Ceremony and Athletic Awards Ceremony

Parents are encouraged to participate and if interested in becoming involved in any of the listed activities can contact the school office at 661-256-5040 or the school site Principal, eshevlin@skusd.k12.ca.us.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	851	827	301	36.4
Female	403	389	150	38.6
Male	447	437	151	34.6
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	6	6	2	33.3
Black or African American	90	86	45	52.3
Filipino	9	9	1	11.1
Hispanic or Latino	515	501	176	35.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	38	36	14	38.9

White	184	181	58	32.0
English Learners	139	136	45	33.1
Foster Youth	16	15	5	33.3
Homeless	71	63	30	47.6
Socioeconomically Disadvantaged	691	672	259	38.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	162	155	64	41.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.13	10.38	18.92	0.08	6.22	9.27	0.20	3.17	3.60
Expulsions	0.00	0.58	0.00	0.00	0.23	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.92	0
Female	14.89	0
Male	22.6	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	43.33	0
Filipino	0	0
Hispanic or Latino	16.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	21.05	0
White	14.13	0
English Learners	15.11	0

Foster Youth	43.75	0
Homeless	30.99	0
Socioeconomically Disadvantaged	20.84	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.84	0

2023-24 School Safety Plan

Tropico Middle School's Comprehensive School Safety Plan continues to be updated annually and has been reviewed and approved by the School Site Council. This plan includes Positive Behavior Intervention and Support system, updated lock-down procedure, updated student accounting procedures, updated emergency duty assignments, and an updated COVID 19 plan. 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 8 Campus Safety Officers, three administrators, 1 social emotional specialist, 1 guidance counselor and 43 teachers, as well as all other classified staff members at TMS. 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 through our Raptor system.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	8	6
Mathematics	24	6	13	2
Science	29	3	9	4
Social Science	24	6	14	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	15	1
Mathematics	24	6	11	4
Science	29	1	12	3
Social Science	24	6	14	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	17	12	5
Mathematics	24	6	13	2
Science	29	2	10	4
Social Science	26	5	10	5

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	782

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	

2022-23 Student Support Services Staff

Resource Specialist (non-teaching)

Other

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,541.58	\$3,762.48	\$6,779.10	\$72,675.84
District	N/A	N/A	\$6,812.64	\$74,909
Percent Difference - School Site and District	N/A	N/A	-0.5	-5.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-20.9	-16.6

Fiscal Year 2022-23 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 I
- Title II
- Title III
- Title IV
- ASES

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,214	\$50,875
Mid-Range Teacher Salary	\$78,155	\$79,761
Highest Teacher Salary	\$97,434	\$103,045
Average Principal Salary (Elementary)	\$111,765	\$128,154
Average Principal Salary (Middle)	\$125,074	\$131,774
Average Principal Salary (High)	\$121,102	\$142,676
Superintendent Salary	\$168,683	\$211,462
Percent of Budget for Teacher Salaries	30.51%	30.11%
Percent of Budget for Administrative Salaries	4.54%	5.49%

Professional Development

The Southern Kern Unified School District believes that staff development is an important component in maintaining a positive, enriching learning environment for students. Southern Kern Unified School District has provided professional development for teacher during the five days leading up to the start of the school year. In addition the District has required each site to block out time for Professional Learning Communities each month. Last school year regular opportunities for professional development occur throughout the year in various forms described below. Prior to the start of the 2022-23 school year a group from Tropicco attended an AVID Summer Institute for three days. Our teachers were able to attend a Key Note presented by Dr. Doug Fisher on August 8th that focused on Teacher Clarity. The schools leadership team continues this work by meeting once a month with Dr. Doug Fisher to discuss the work being done for Teacher Clarity at Tropicco Middle School and next steps. Also, this school year we as a district have joined with Kern County Superintendent of Schools (KCSOS) to participate in Continuous Improvement Process (CIP) as well as departmentalized professional development opportunities. This past summer our District office took a group of 37 staff member to Las Vegas to a Solution Tree PLC conference for three days to help the staff dive deeper into the PLC process. With this training the district is also allowing cohorts/departments to meet weekly afterschool (for additional compensation) to PLC/PLT. For the 2nd year a large group of staff attended the Avid Institute this past summer as well to get more knowledge to bring back to campus to create a more established Avid learning environment across the campus.

The focus of staff development specific to Tropicco have been developed at the school site based on the school’s annual plan for Student Achievement. Staff members are encouraged to participate in out of district 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 Teacher Clarity, 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. Student discipline data is used to drive the interventions, supports, and professional development. SKUSD partners frequently with Dr. Becky Wetzel from Bridges to Educational Excellence to train site teams in MTSS. Teachers are receiving in-class support from program/curriculum from KCSOS Staff Developers. New Special Education teachers receive IEP and CPI trainings. Summer training, staff meetings, conferences, and mentoring are all used to deliver staff development. Distance Learning professional development has been provided as well to address the growing concern for poor student performance and attendance.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2