



# Tropico Middle School

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560  
(661) 256-5000  
[www.skusd.k12.ca.us](http://www.skusd.k12.ca.us)

#### District Governing Board

Jim Bender  
Linda Brantz  
Mario Gutierrez  
Carol Robinson  
Yolanda Sanchez

#### District Administration

Leanne Hargus  
**Superintendent**  
Arik Avanesyans  
**Chief Business Officer**

### 2018 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	291
Grade 7	267
Grade 8	244
<b>Total Enrollment</b>	<b>802</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.7
Asian	0.7
Filipino	0.7
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.2
White	30.4
Socioeconomically Disadvantaged	75.7
English Learners	21.8
Students with Disabilities	12.3
Foster Youth	1.0

## 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			
Tropico Middle School	16-17	17-18	18-19
<b>With Full Credential</b>	34	39	39
<b>Without Full Credential</b>	3	6	6
<b>Teaching Outside Subject Area of Competence</b>	0	0	1
Southern Kern Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	174
<b>Without Full Credential</b>	♦	♦	32
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Tropico Middle School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	2
<b>Vacant Teacher Positions</b>	0	0	0

\* 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 2018-19)**

Southern Kern Unified School District held a public hearing on October 4, 2017, 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 2016.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt, McDougal Adopted 2012  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Holt, McDougal Adopted 2012  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Holt, McDougal Adopted 2012  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	TCI Adopted 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	AC not working in two non-student rooms - repaired w/in 2 days
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Paint is chipping, peeling on portable classroom exterior on two rooms - repaired w/in month
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	26.0	28.0	29.0	48.0	50.0
Math	17.0	13.0	17.0	14.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.5	25.1	23.9

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	761	740	97.24	25.95
<b>Male</b>	389	373	95.89	21.72
<b>Female</b>	372	367	98.66	30.25
<b>Black or African American</b>	72	68	94.44	14.71
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	422	413	97.87	22.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	230	225	97.83	32.44
<b>Two or More Races</b>	18	18	100.00	50.00
<b>Socioeconomically Disadvantaged</b>	567	554	97.71	22.74
<b>English Learners</b>	171	168	98.25	19.64
<b>Students with Disabilities</b>	137	128	93.43	4.69
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	764	744	97.38	13.32
Male	392	378	96.43	12.17
Female	372	366	98.39	14.52
Black or African American	73	68	93.15	4.41
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	422	415	98.34	10.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	231	226	97.84	20.35
Two or More Races	19	19	100	10.53
Socioeconomically Disadvantaged	570	557	97.72	11.33
English Learners	170	169	99.41	6.51
Students with Disabilities	140	130	92.86	0.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2018-19)

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 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 Study 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); an AVID Family Night that coincides with the Parent Conference Night (Ida Janzen/ijanzen@skusd.k12.ca.us); a Family Movie Night (Ida Janzen/ijanzen@skusd.k12.ca.us); Camp KEEP Parent Night; The Visual and Performing Arts Open House and Band/Choir concerts (John Ferrandini/jferrandini@skusd.k12.ca.us); 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. 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 eight Campus Safety Officers, two administrators, and 41 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 (Through the "Raptor" system).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	14.2	12.0	11.7
Expulsions Rate	0.0	0.1	1.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	8.5	6.3
Expulsions Rate	0.0	0.0	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	790

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	18.0	21.0	16.0	14	12	26	12	12	11			
Mathematics	15.0	17.0	16.0	12	9	24	4	4	11	1		
Science	21.0	20.0	17.0	9	8	21	12	14	9			
Social Science	22.0	21.0	18.0	6	8	17	14	12	12		1	

\* 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

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 staff are being trained include Renaissance Learning, Read 180, System 44, Capturing Kids Hearts, 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,884	\$45,681
Mid-Range Teacher Salary	\$70,834	\$70,601
Highest Teacher Salary	\$88,306	\$89,337
Average Principal Salary (ES)	\$99,467	\$110,053
Average Principal Salary (MS)	\$114,834	\$115,224
Average Principal Salary (HS)	\$125,562	\$124,876
Superintendent Salary	\$176,925	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,433	\$638	\$9224	\$67862
District	◆	◆	9862	\$66,990
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-6.7	1.3
Percent Difference: School Site/ State			25.7	-5.1

\* Cells with ◆ 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.