

Tropico Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Deborah Keys
Email Address	dkeys@skusd.k12.ca.us
School Website	https://www.skusd.k12.ca.us/domain/46
Grade Span	6-8
County-District-School (CDS) Code	15-63776-6010052

2024-25 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

2024-25 School Description and Mission Statement

2024-25 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 where 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 focusing 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 the 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 and responsibility to positively impact our students' academic, social-emotional, and behavioral growth.

That all students have the right to equitable access to learning and to be accepted, valued, and supported as individuals.

That every student can succeed when provided with high-quality, differentiated instruction, clear expectations, and meaningful opportunities to grow.

That Tropico Middle School is a welcoming, safe, and inclusive environment where all students, staff, and families are empowered to thrive through collaboration and shared responsibility.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	308
Grade 7	256
Grade 8	256
Total Enrollment	820

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.2
Asian	1
Black or African American	9.1
Filipino	0.9
Hispanic or Latino	64.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.2
White	19.9
English Learners	18.3
Foster Youth	0.7
Homeless	7.8
Socioeconomically Disadvantaged	82
Students with Disabilities	17.4

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	22.70	64.78	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.30	1.00	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.30	26.54	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	6.61	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.03	0.70	0.46	14303.80	5.15
Total Teaching Positions	35.10	100.00	168.80	100.00	277698	100

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	2022-23
Permits and Waivers	1.90	2.00	2.7
Misassignments	1.30	2.70	6.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.30	4.70	9.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00	2.3
Local Assignment Options	0.50	0.80	0
Total Out-of-Field Teachers	1.30	0.80	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50	4.4	21.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.90	4.6	2.5

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

2024-25 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%

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

School Facility Conditions and Planned Improvements

Tropico Middle School comprises 44 classrooms, a multipurpose room, a library, a staff lounge, a gym, and a cafeteria/multipurpose room. The facility strongly supports teaching and learning through 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 Administration Team 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 promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority. At publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report	08/20/2024
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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			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	22	25	28	46	47
Mathematics (grades 3-8 and 11)	9	11	12	16	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	796	767	96.36	3.64	22.16
Female	378	364	96.30	3.70	24.18
Male	418	403	96.41	3.59	20.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	70	70	100.00	0.00	8.57
Filipino	--	--	--	--	--
Hispanic or Latino	517	498	96.32	3.68	20.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	32	91.43	8.57	21.88
White	156	149	95.51	4.49	28.86
English Learners	149	142	95.30	4.70	3.52
Foster Youth	--	--	--	--	--
Homeless	62	58	93.55	6.45	12.07
Military	24	21	87.50	12.50	38.10
Socioeconomically Disadvantaged	659	636	96.51	3.49	18.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	121	91.67	8.33	2.48

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	795	770	96.86	3.14	10.52
Female	377	364	96.55	3.45	9.34
Male	418	406	97.13	2.87	11.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	70	70	100.00	0.00	5.71
Filipino	--	--	--	--	--
Hispanic or Latino	517	502	97.10	2.90	10.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	15.15
White	155	147	94.84	5.16	8.84
English Learners	149	145	97.32	2.68	2.07
Foster Youth	--	--	--	--	--
Homeless	62	59	95.16	4.84	10.17
Military	24	21	87.50	12.50	14.29
Socioeconomically Disadvantaged	659	639	96.97	3.03	9.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	123	93.18	6.82	0.81

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.36	16.31	13.58	14.90	30.29	30.73

2023-24 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	242	236	97.52	2.48	16.53
Female	102	101	99.02	0.98	14.85
Male	140	135	96.43	3.57	17.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	17.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	15.69
English Learners	32	32	100.00	0.00	3.13
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	8.33
Military	15	13	86.67	13.33	15.38
Socioeconomically Disadvantaged	192	188	97.92	2.08	13.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	44	91.67	8.33	6.82

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.

2023-24 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 requires only participation results 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	95.9	97.4	97.4	95.6	97.8

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.

2024-25 Opportunities for Parental Involvement
<p>Tropico Middle School values parental involvement and offers numerous ways for parents to actively engage in their child's education:</p> <p>*Back to School Night: At the start of the school year, parents are invited to meet their child's teachers and become familiar with the school.*</p> <p>*Parent-Teacher Conferences: Held at the end of the first quarter, these conferences provide an opportunity to discuss student progress.</p> <p>*Classroom Visits: Parents are typically welcome to visit classrooms with prior arrangements.</p> <p>School Committees:</p> <p>*The School Site Council (SSC) meets monthly and offers parents a voice in school decisions.</p> <p>*The English Language Advisory Committee (ELAC) also meets monthly, focusing on the needs of English learners.</p> <p>*Volunteer Opportunities: Parents are encouraged to volunteer and participate in a variety of school activities throughout the year.</p> <p>*Parent Portal: An online tool for monitoring student grades and attendance.</p> <p>*ParentSquare: A communication platform enabling parents/guardians to stay informed and contact staff directly.</p> <p>*Student Success Team (SST): A collaborative process involving parents to support students struggling with academics or behavior.</p> <p>*Events Throughout the Year:</p> <ul style="list-style-type: none">Monthly SSC and ELAC meetingsTwo Band/Choir concertsNew Student Orientation in early AugustCamp KEEP field tripAwards ceremonies, including Student of the Month, Honor Roll, Academic Awards, and Athletic Awards <p>Parents are encouraged to participate in these opportunities to build a stronger school community. For more information or to get involved, please contact the school office at 661-256-5040 or reach out to the Principal's Secretary at lwatts@skusd.k12.ca.us.</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	887	864	262	30.3
Female	426	416	119	28.6
Male	461	448	143	31.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	86	83	28	33.7
Filipino	--	--	--	--
Hispanic or Latino	572	557	171	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	27	3	11.1
White	171	168	52	31.0
English Learners	175	167	63	37.7
Foster Youth	11	--	--	--
Homeless	82	80	32	40.0
Socioeconomically Disadvantaged	740	721	235	32.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	151	60	39.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.38	18.92	12.97	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.58	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.97	0.00
Female	11.97	0.00
Male	13.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	33.72	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	12.28	0.00
English Learners	8.00	0.00
Foster Youth	45.45	0.00
Homeless	15.85	0.00
Socioeconomically Disadvantaged	13.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.18	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 MTSS Positive Behavior Intervention and Support systems, updated lock-down procedures, updated student accounting procedures, and updated 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 conducive to learning. All staff members and parents have access to the updated plan, and staff members annually review the school site’s 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 complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown, and shelter-in-place drills are held once a month. In the event of an emergency, the school’s Disaster Preparedness Plan clearly defines 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, one social-emotional specialist, one guidance counselor, one School Psychologist, 38 teachers, and 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	30	5	26	2
Mathematics	30	5	26	2
Science	30	5	26	2
Social Science	30	5	26	2

2023-24 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	820

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$80,642
Percent Difference - School Site and District	N/A	N/A	-0.5	-10.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-45.5	-18.7

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29.06	28.69
Percent of Budget for Administrative Salaries	4.47	5.55

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 teachers 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. Throughout the last school year, regular opportunities for professional development occurred in various forms described below. Before the start of the 2024-2025 school year, a group from Tropico attended an AVID Summer Institute for three days. Our teachers could attend a Key Note presented by Dr. Doug Fisher on August 8th that focused on Teacher Clarity. The school's leadership team continues this work by meeting monthly with Dr. Doug Fisher to discuss the work for Teacher Clarity at Tropico Middle School and the next steps. Also, this school year, we as a district have joined the Kern County Superintendent of Schools (KCSOS) to participate in the Continuous Improvement Process (CIP) and departmentalized professional development opportunities. In 2023-2024, our District office took a group of 37 staff members to Los Angeles for a Solution Tree PLC conference for three days to help the staff dive deeper into the PLC process. With this training, the district allows cohorts/departments to meet weekly after school (for additional compensation) to PLC/PLT. For the 3rd year, a large group of staff attended the AVID Institute this past summer to get more knowledge to bring back to campus and create a more established AVID learning environment.

The focus of staff development specific to Tropico has 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.

TMS staff are trained in specific programs, including Teacher Clarity, Renaissance Learning, Read 180, System 44, Positive Prevention, Positive Behavior Intervention and Support, MTSS, Inclusion, and Response To Intervention. These programs address deficiencies in reading and math, improve the school/classroom environment, and provide a mainstream 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 the program/curriculum from KCSOS Staff Developers. New Special Education teachers receive IEP and CPI training. Summer training, staff meetings, conferences, and mentoring are all used to deliver staff development.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2