

Paul L. Cato Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Paul L. Cato Middle School
Street	4115 Vineland Road
City, State, Zip	Bakersfield, CA, 93306
Phone Number	(661) 631-5245
Principal	Brooke Smothers-Strizic
Email Address	strizicb@bcsd.com
Website	http://cato.bcsd.com/
County-District-School (CDS) Code	15 63321 0129189

Entity	Contact Information
District Name	Bakersfield City School District
Phone Number	661-631-4600
Superintendent	Doc Ervin
Email Address	supt@bcsd.com
Website	www.bcsd.com

School Description and Mission Statement (School Year 2019-20)

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Paul L. Cato as a school with a record for improvement, a faculty that is professionally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

Our vision at Paul L. Cato Middle School is to mold students into 21st century leaders who are prepared to compete for careers in the future. Paul L. Cato Middle School will ensure high levels of learning in a positive environment through accountability, communication and collaboration.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	252
Grade 7	363
Grade 8	373
Total Enrollment	988

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	1
Hispanic or Latino	75.8
White	16.6
Two or More Races	2.1
Socioeconomically Disadvantaged	73.7
English Learners	13.1
Students with Disabilities	12.9
Foster Youth	0.9
Homeless	2.9

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	34		
Without Full Credential	3	6		
Teaching Outside Subject Area of Competence (with full credential)	4	1		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: September, 2019

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018 Grades 6-8: McGraw Hill, Study Sync, 2018 Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018 Grades 6-8: HMH, English 3D (ELD), 2017	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Grades K-5: McGraw Hill, McGraw Hill My Math, 2013</p> <p>Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013</p> <p>Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013</p> <p>Grade 8: McGraw Hill, Glencoe Algebra 1, 2013</p>	Yes	0%
Science	<p>Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007</p> <p>Grades 6-8: Holt, Rinehart & Winston, Holt California Science: Earth, Life and Physical Science, 2007</p>	Yes	0%
History-Social Science	<p>Grades K-5: Harcourt School Publishers, Reflections, 2007</p> <p>Grade 6: Holt, Rinehart & Winston, Holt California Social Studies: World History, Ancient Civilizations, 2006</p> <p>Grade 7: Holt, Rinehart & Winston, Holt California Social Studies: World History Medieval to Early Modern Times, 2006</p> <p>Grade 8: Holt, Rinehart & Winston, Holt California Social Studies: United States History Independence to 1914, 2006</p>	Yes	0%
Visual and Performing Arts	<p>Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019</p> <p>Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007</p> <p>Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007</p>	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cato School was built in 2013. It sits on 25.00 acres, of which 13.36 acres is playground. This school has 41 classrooms, a multi-purpose facility, music room, library/media center, staff lounge, IMC room, PE rooms, and computer labs.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District's Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/28/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	47	35	36	50	50
Mathematics (grades 3-8 and 11)	31	26	23	22	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	978	959	98.06	1.94	47.45
Male	500	491	98.20	1.80	41.34
Female	478	468	97.91	2.09	53.85
Black or African American	39	37	94.87	5.13	24.32
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	734	724	98.64	1.36	44.06
Native Hawaiian or Pacific Islander					
White	159	156	98.11	1.89	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	21	95.45	4.55	61.90
Socioeconomically Disadvantaged	748	733	97.99	2.01	38.88
English Learners	275	266	96.73	3.27	21.80
Students with Disabilities	113	113	100.00	0.00	9.73
Students Receiving Migrant Education Services	45	45	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	40	37	92.50	7.50	29.73

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	978	960	98.16	1.84	26.46
Male	500	493	98.60	1.40	25.56
Female	478	467	97.70	2.30	27.41
Black or African American	39	37	94.87	5.13	10.81
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	734	723	98.50	1.50	23.24
Native Hawaiian or Pacific Islander					
White	159	156	98.11	1.89	43.59
Two or More Races	22	21	95.45	4.55	14.29
Socioeconomically Disadvantaged	748	731	97.73	2.27	19.70
English Learners	275	268	97.45	2.55	10.45
Students with Disabilities	113	112	99.12	0.88	4.46
Students Receiving Migrant Education Services	45	44	97.78	2.22	11.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	40	37	92.50	7.50	21.62

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.2	16.0	24.6

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are multiple ways for parents to be involved at Paul L. Cato Middle School. Parental involvement is key to the success of our students. Parents may participate in school improvement through attendance at our annual Back-To-School night each fall, parent conferences, Cato Booster Club, annual fundraisers, School Site Council, School & Bilingual Advisory Committees, parent monitoring opportunities, parent education meetings, field trips, and classroom activities. Parents are encouraged to visit and volunteer in their child's classroom as much as possible. Our school newsletter, Cato Connection, is mailed to parents in both Spanish and English every month and is also posted on our school's website in order to keep parents informed. Notices of important meetings are sent home as needed and our automated phone dialer is used to deliver messages and reminders of important events and information throughout the year. The school's digital marquee is updated regularly to inform students and parents of upcoming events and opportunities for parents to get involved. Parents can call our school office at (661) 631-5245 to access information concerning participation opportunities.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	2.6	1.8	2.1	2.3	2.1	3.6	3.5	3.5
Expulsions	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cato established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Cato's School Safety Plan is current and is updated annually. Key elements of Cato's School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	26	6	9	21	18	14	6	23	13	19	4
Mathematics	20	21	13	2	22	9	23		22	11	18	4
Science	24	10	12	8	27	3	22	1	28	2	20	4
Social Science	23	8	20	3	29		24		29	1	20	4

*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.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,032	\$1,613	\$5,419	\$73,078
District	N/A	N/A	\$3,176	\$72,033.00
Percent Difference - School Site and District	N/A	N/A	52.2	1.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-32.3	-12.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

TITLE I
 After School Program
 Migrant Ed.
 Special Ed.
 School Site Supplemental Funds
 NSLP

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,021	\$45,741
Mid-Range Teacher Salary	\$72,393	\$81,840
Highest Teacher Salary	\$93,341	\$102,065
Average Principal Salary (Elementary)	\$134,518	\$129,221
Average Principal Salary (Middle)	\$133,064	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$241,020	\$224,581
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

We also provided extensive professional development for Professional Learning Communities through our Service Delivery Model. On-site coaching and support is provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provides time and resources for collaboration, planning, and professional development. Additionally, we provided professional development on Multi-Tiered Systems of Support and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, using technology and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year provided by the school site and focused on improving best practices.

New teachers with California preliminary credentials received professional development through the Bakersfield City School District (BCSD) Teacher Induction Program (TIP). The focus of BCSD TIP is being mentored by an experienced teacher, growing in the California Standards for the Teaching Profession (CSTP) and meeting the California Induction standards. The culmination of TIP is the recommendation for the CA Clear Credential. Each TIP teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in coaching/mentoring strategies, instructional strategies, and guiding cycles of inquiry. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a mentor that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Mentors received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.

Teachers on Short Term Staffing Permits (STSPs) were provided mentors and monthly trainings on beginning pedagogy and best teaching practices. Each teacher on a STSP designed a plan to meet requirements to move to a CA Intern or Preliminary Credential. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

Teachers on Provisional Intern Permits (PIPs) were provided a weekly cohort meeting focused on beginning pedagogy. Two cohort meetings occurred weekly to allow teachers on a PIP to work around university course schedules. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.