

Paul L. Cato Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School 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 | Anthony Richardson |
| Email Address | richardsona@bcsd.com |
| School Website | www.bcsd.com/cato |
| County-District-School (CDS) Code | 15 63321 0129189 |

2022-23 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Bakersfield City School District |
| Phone Number | 661-631-4600 |
| Superintendent | Mark Luque |
| Email Address | supt@bcsd.com |
| District Website Address | www.bcsd.com |

2022-23 School Overview

Paul L. Cato Middle School opened its doors in August 2014 with 678 students in grades 6 - 8.

Paul L. Cato Middle School is:

- A school where strong partnerships exist between home, school, and the community.
- A school where the latest educational technology is used to enhance and create new learning opportunities for students.
- A school where high-quality, committed professionals lead students with innovative educational practices.
- A school that is dedicated to high expectations for all students and staff.
- A school that is committed to creating a warm, caring, and positive learning environment.
- A school where collaboration occurs between and among teachers, students, and parents.
- A school where achievements and academic excellence are celebrated.

We have three main goals at Paul L. Cato Middle School: To build relationships in a positive school environment, to hold high expectations for students and staff, and to accelerate high levels of student learning. In order to reach our goals, school structures and ongoing professional development will be developed for the following:

Professional Learning Communities
Visible Learning instructional strategies and content
School-wide Positive Behavior Support and Intervention
Response to Intervention and Instruction
Good First Instruction
Parent Engagement and Community Involvement

School Vision

Our vision at Paul L. Cato Middle School is to empower 21st-century learners to be socially, emotionally, and academically prepared to fulfill their unique potential.

School Mission

2022-23 School Overview

Paul L. Cato Middle School's mission is to educate all students at the highest levels of social and academic excellence through collaboration, creativity, and critical thinking.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 142 |
| Grade 7 | 385 |
| Grade 8 | 379 |
| Total Enrollment | 906 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.8 |
| Male | 50.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 2.0 |
| Black or African American | 3.2 |
| Filipino | 0.8 |
| Hispanic or Latino | 75.5 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 2.3 |
| White | 15.6 |
| English Learners | 17.0 |
| Foster Youth | 0.1 |
| Homeless | 0.8 |
| Migrant | 1.1 |
| Socioeconomically Disadvantaged | 61.8 |
| Students with Disabilities | 10.8 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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) | 25.50 | 71.85 | 1203.60 | 84.54 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 4.30 | 12.22 | 85.70 | 6.02 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 5.62 | 68.30 | 4.80 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.80 | 5.14 | 24.60 | 1.73 | 12115.80 | 4.41 |
| Unknown | 1.80 | 5.14 | 41.40 | 2.91 | 18854.30 | 6.86 |
| Total Teaching Positions | 35.60 | 100.00 | 1423.80 | 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 2.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 2.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 0.00 | |
| Local Assignment Options | 1.80 | |
| Total Out-of-Field Teachers | 1.80 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 19.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

October 2022

| 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% |
| Mathematics | Grades K-5: McGraw Hill, McGraw Hill My Math, 2013 Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013 Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013 Grade 8: McGraw Hill, Glencoe Algebra 1, 2013 | Yes | 0% |
| Science | Grades 6-8: Twig Science California Science, Twig Education Inc., 2020 | Yes | 0% |
| History-Social Science | Grades K-5: Harcourt School Publishers, Reflections, 2007 Grade 6: Pearson Education, myWorld Ancient Civilizations, 2019 Grade 7: Pearson Education, myWorld Medieval And Modern Times, 2019 Grade 8: Pearson Education, myWorld Growth and Conflict, 2019 | Yes | 0% |
| Foreign Language | | Yes | 0% |
| Health | | Yes | 0% |
| Visual and Performing Arts | Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019 Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007 | Yes | 0% |

| | | | |
|---|---|-----|----|
| | Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007 | | |
| Science Laboratory Equipment (grades 9-12) | | Yes | 0% |

School Facility Conditions and Planned Improvements

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.

| | |
|---|------------|
| Year and month of the most recent FIT report | 11/22/2022 |
|---|------------|

| 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 | | | |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 40 | N/A | 27 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 25 | N/A | 13 | N/A | 33 |

2021-22 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 | 917 | 893 | 97.38 | 2.62 | 40.02 |
| Female | 461 | 448 | 97.18 | 2.82 | 43.30 |
| Male | 456 | 445 | 97.59 | 2.41 | 36.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 21 | 21 | 100.00 | 0.00 | 38.10 |
| Black or African American | 32 | 30 | 93.75 | 6.25 | 26.67 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 689 | 672 | 97.53 | 2.47 | 36.81 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 39.13 |
| White | 140 | 135 | 96.43 | 3.57 | 57.78 |
| English Learners | 143 | 141 | 98.60 | 1.40 | 7.09 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 571 | 551 | 96.50 | 3.50 | 31.27 |
| Students Receiving Migrant Education Services | 11 | 11 | 100.00 | 0.00 | 18.18 |
| Students with Disabilities | 103 | 102 | 99.03 | 0.97 | 5.94 |

2021-22 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 | 915 | 892 | 97.49 | 2.51 | 25.03 |
| Female | 459 | 449 | 97.82 | 2.18 | 22.32 |
| Male | 456 | 443 | 97.15 | 2.85 | 27.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 21 | 21 | 100.00 | 0.00 | 38.10 |
| Black or African American | 32 | 29 | 90.63 | 9.37 | 3.57 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 688 | 673 | 97.82 | 2.18 | 21.55 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 30.43 |
| White | 139 | 134 | 96.40 | 3.60 | 44.03 |
| English Learners | 142 | 139 | 97.89 | 2.11 | 2.16 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 569 | 550 | 96.66 | 3.34 | 15.30 |
| Students Receiving Migrant Education Services | 11 | 11 | 100.00 | 0.00 | 18.18 |
| Students with Disabilities | 103 | 102 | 99.03 | 0.97 | 5.88 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 28.04 | NT | 14.13 | 28.5 | 29.47 |

2021-22 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 | 381 | 378 | 99.21 | 0.79 | 28.04 |
| Female | 195 | 192 | 98.46 | 1.54 | 27.08 |
| Male | 186 | 186 | 100 | 0 | 29.03 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 285 | 283 | 99.3 | 0.7 | 22.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 70 | 70 | 100 | 0 | 44.29 |
| English Learners | 36 | 36 | 100 | 0 | 2.78 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 216 | 215 | 99.54 | 0.46 | 18.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 39 | 39 | 100 | 0 | 2.56 |

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 | 93.6 | 94.2 | 92.5 | 93.9 | 93.6 |

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.

2022-23 Opportunities for Parental Involvement

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 and is also posted on our school's website in order to keep parents informed. Notices of important meetings are sent through Parent Square 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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1006 | 966 | 363 | 37.6 |
| Female | 506 | 485 | 187 | 38.6 |
| Male | 500 | 481 | 176 | 36.6 |
| American Indian or Alaska Native | 5 | 5 | 3 | 60.0 |
| Asian | 23 | 21 | 6 | 28.6 |
| Black or African American | 39 | 35 | 18 | 51.4 |
| Filipino | 7 | 7 | 1 | 14.3 |
| Hispanic or Latino | 757 | 725 | 277 | 38.2 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 0 | 0.0 |
| Two or More Races | 24 | 24 | 12 | 50.0 |
| White | 149 | 147 | 46 | 31.3 |
| English Learners | 178 | 168 | 78 | 46.4 |
| Foster Youth | 7 | 5 | 2 | 40.0 |
| Homeless | 15 | 15 | 9 | 60.0 |
| Socioeconomically Disadvantaged | 655 | 622 | 270 | 43.4 |
| Students Receiving Migrant Education Services | 12 | 12 | 3 | 25.0 |
| Students with Disabilities | 116 | 112 | 59 | 52.7 |

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.84 | 1.43 | 2.45 |
| Expulsions | 0.10 | 0.01 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 3.08 | 0.03 | 2.60 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.08 | 0.00 |
| Female | 1.78 | 0.00 |
| Male | 4.40 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 5.13 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 3.43 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.01 | 0.00 |
| English Learners | 3.93 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 6.67 | 0.00 |
| Socioeconomically Disadvantaged | 3.82 | 0.00 |
| Students Receiving Migrant Education Services | 16.67 | 0.00 |
| Students with Disabilities | 4.31 | 0.00 |

2022-23 School Safety Plan

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. SSC approval took place on February 16, 2021. The staff review took place on March 24, 2021, during our monthly staff meeting.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 18 | 25 | 6 |
| Mathematics | 24 | 10 | 18 | 3 |
| Science | 29 | | 20 | 5 |
| Social Science | 28 | 2 | 17 | 7 |

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 | 25 | 15 | 24 | 9 |
| Mathematics | 20 | 21 | 15 | 1 |
| Science | 25 | 4 | 22 | 4 |
| Social Science | 22 | 14 | 16 | 3 |

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 | 20 | 35 | 19 | 5 |
| Mathematics | 24 | 8 | 22 | 2 |
| Science | 24 | 7 | 21 | 4 |
| Social Science | 22 | 18 | 15 | 2 |

2021-22 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 | 0 |

2021-22 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.1 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | 9130.30 | 2379.83 | 6750.47 | 80586.01 |
| District | N/A | N/A | \$3,176 | \$78,159 |
| Percent Difference - School Site and District | N/A | N/A | 72.0 | 3.1 |
| State | N/A | N/A | \$6,594 | \$87,271 |
| Percent Difference - School Site and State | N/A | N/A | 2.3 | -8.0 |

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$51,158 | \$52,641 |
| Mid-Range Teacher Salary | \$77,123 | \$83,981 |
| Highest Teacher Salary | \$101,925 | \$107,522 |
| Average Principal Salary (Elementary) | \$145,385 | \$136,247 |
| Average Principal Salary (Middle) | \$142,185 | \$142,248 |
| Average Principal Salary (High) | | \$139,199 |
| Superintendent Salary | \$255,597 | \$242,166 |
| Percent of Budget for Teacher Salaries | 30% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

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.

During 2020-2021, school year district professional development focused on virtual instruction due to the pandemic. In preparation of the school year, teachers were offered three full days of professional development during the summer. Regularly scheduled office hours and focused professional development was provided on a monthly basis during the school year. Topics addressed navigating platforms being used during virtual learning, increasing student engagement and addressing the common core state standards through distance learning.

Additional support was provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provided time and resources for collaboration, planning, and professional development. Additionally, 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.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |